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ABSTRACT

As the first in a four-volume final report of a Right to Read preservice, competency-based modular reading specialist project, this volume contains a guide for the project implementor and a description of the first component of the project entitled, "Reading/Language Arts, K-12." The implementor guide discusses the philosophy, organization (terminology, format, and modular credit), and delivery system for the program and presents a complete outline for all 14 components of the total program. The first component comprises the major portion of the volume; it is an overview of the entire field of the teaching of reading. The purpose of the component is to provide a pretest or preexperience whereby students can choose from more than 100 competency modules in order to sample the content involved in reading specialist education. Each competency is organized and discussed according to module, rationale, objectives, learning alternatives, indicators of student input, and evaluation. (HAI)

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Fourteen Components of the Classroom

Reading Specialist Program

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II	Readiness and Beginning Reading	Martha Evans
III	Comprehension	Richard Earle
IV	Diagnosis	David J. Yarington
V	Learning/Study Styles	David J. Yarington
VI	The Future: Trial/Error Teaching/Learning	David J. Yarington

Volume III

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VIII	Remediation and Clinical Practicum	David J. Yarington
IX	The Affective Domain	D. Barnes Boffey

Volume IV

X	Process—Theory and Practice	Martha Evans
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V, 10C, 1	Mnemonics	1	378
V, 10P, 1	Teaching Mnemonics	1	379
Competency 11:	Reading Specialists know the place of study skills in the Secondary Reading Program and have experience in such programs.		
V, 11C, 1	Secondary Reading Programs	neg.	380
V, 11C, 2	Reading About Reading	1	381
V, 11C, 3	Beat the System or Change It	1	382
V, 11P, 1	Visit Secondary Labs	neg.	383
V, 11E, 2	Practicum in a Secondary Program	neg.	384

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	Component VI		
	The Future: Trial/Error Teaching/Learning		
Competency 1:	Reading Specialists have a philosophy which holds that there is hope for the future in reading instruction.		
VI, 1C, 1	Trial and Error Teaching—Research Paper	neg.	389
Competency 2:	Reading Specialists have some ideals/dreams which they may someday realise concerning the future of reading instruction.		
VI, 2C, 1	Term Paper on the Future	neg.	390
	Component VII		
	Administering/Supervising Reading Programs		
Competency 1:	Reading Supervisors exhibit a high degree of scholarship.		
VII, 1E, 1	Shadowing	neg.	393
VII, 1C, 1	Supervisory Prerequisites	3	394
VII, 1C, 2	Role Definition	2	406
Competency 2:	Reading Specialists are able to develop curriculum in reading.		
VII, 2E, 1	Shadowing—Reading Supervisor	neg.	407
VII, 2C, 1	Goals, Objectives and Sequences	6	408
VII, 2C, 2	Materials Selection and Evaluation	neg.	410
VII, 2C, 3	Instructional Thrusts	neg.	411
Competency 3:	Reading Supervisors provide services for the entire educational comjunity.		
VII, 3E, 1	Shadowing—Reading Consultant	neg.	412
VII, 3C, 1	Relationships With Administrators	neg.	413
VII, 3C, 2	Community Relations	neg.	414
VII, 3C, 3	Teacher Resource Person	neg.	415
VII, 3C, 4	Relations With Other School Staff	neg.	416
Competency 4:	Reading Specialists provide educational leadership for teachers of reading.		
VII, 4E, 1	Shadowing	neg.	417
VII, 4C, 1	Leadership Style	2	418
VII, 4C, 2	Evaluation and Supervision	neg.	419
VII, 4C, 3	Evaluation and Supervision	neg.	420
VII, 4C, 4	Evaluation and Supervision	neg.	421
VII, 4C, 5	Evaluation and Supervision	neg.	422
VII, 4C, 6	Evaluation and Supervision	neg.	423
VII, 4C, 7	Inservice Training	neg.	424
Competency 5:	Reading Supervisors are able to administer a comprehensive reading program.		
VII, 5E, 1	Shadowing	neg.	425

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VII, 5C, 1	Program Rationale and Objectives	3	426
VII, 5C, 2	Program Evaluation	3	427
VII, 5C, 3	Program Scope	3	428
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	Remediation/Clinical Practicum		
Competency 1:	Remedial reading teachers have knowledge of and practice using principles of remedial teaching and research on remedial reading instruction.		
VIII, 1C, 1	Research—Remediation Works?	2	431
VIII, 1C, 2	Remedial Principles	1	432
VIII, 1C, 3	Flexibility, Stimulous Variation, Motivation	2	433
VIII, 1P, 1	Quasi-Research/Experimentation—Failure	2	434
VIII, 1P, 2	Planning A Lesson	*2	435
Competency 2:	Remedial reading teachers are able to maximize successful teaching by gathering information on the learner prior to initiating instruction.		
VIII, 2P, 1	What Can The Child Do Successfully?	*2	436
VIII, 2P, 2	Matching Kids and Materials	*1	437
VIII, 2P, 3	Know Thy Learner	neg.	438
VIII, 2P, 4	Initiating Instruction	*1	439
VIII, 2C, 1	Eyes and Ears	2	440
VIII, 2C, 2	Trial and Error Teaching	2	441
Competency 3:	Remedial reading teachers have knowledge of a variety of materials for remedial instruction.		
VIII, 3C, 1	Materials	neg.	442
VIII, 3C, 2	Materials	neg.	443
Competency 4:	Remedial reading teachers have knowledge of and are able to use a variety of approaches for remedial reading instruction.		
VIII, 4P, 1	Trial and Error Teaching, I	neg.	444
VIII, 4P, 2	Trial and Error Teaching, II	neg.	445
VIII, 4P, 3	Special Programs and Materials	neg.	446
Competency 5:	Remedial reading teachers have experience in using a variety of approaches for remedial reading instruction.		
VIII, 5PE, 1	Remedial/Clinical Practicum	neg.	447
Competency 6:	Remedial reading teachers are aware of and can use a variety of management schemes, devices, and published programs for grouping and monitoring remedial programs.		
VIII, 6C, 1	Scope and Sequence	*1	448
VIII, 6C, 2	Visitations	*2	449
VIII, 6C, 3	Teaming	*1	450
VIII, 6C, 4	Film Festival	neg.	451

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VIII, 6E, 1	Case Discussions	*5	454
Competency 7:	Remedial reading teachers have knowledge of a variety of games, gimmicks, machines and other techniques to motivate learners.		
VIII, 7C, 1	Games, Gadgets, Gimmicks, and Machines	1	455

Component IX

The Affective Domain and the Teaching of Reading

*Ten mods from IX

Competency 1:	Reading Specialists have knowledge of and the ability to use the skills of interpersonal communication.		
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IX, 1E, 5	A Deafening Silence	2	472
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IX, 1P, 7	Changing Personal Communication Patterns	3	482
IX, 1P, 8	Diagnosing Teacher Messages	2	487
Competency 2:	Reading Specialists are self-aware and able to facilitate this development of self-awareness in their students.		
IX, 2C, 1	About Self-Awareness	3	488
IX, 2C, 2	Being Here and Now	3	490
IX, 2P, 1	Body, Body: Who's Got My Body?	3	491
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IX, 2P, 3	My Touch of Sense	3	494
IX, 2P, 4	Learn to Smell Well	2	495
IX, 2P, 5	And It Does Belong in the Classroom	2	496
IX, 2E, 1	Relax!	2	497
IX, 2E, 2	Trancendental Meditation	neg.	498
IX, 2E, 3	To See or Not To See	1	499
IX, 2E, 4	Walking Blind	2	501
IX, 2E, 5	Making Sense	3	502
IX, 2E, 6	"Orange You Going To Touch Me?"	1	503
IX, 2E, 7	The Luscher Color Test	2	504
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IX, 2E, 9	Deciphering the Clues of Habit and Choice	3	506
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IX, 2E, 13	Mapping Out My Life	2	510
IX, 2E, 14	Influences in My Life	3	511
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Competency 3:	Reading Specialists possess a strong self-concept and are able to facilitate the development of a strong self-concept in their students.		
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IX, 3P, 3	Formal Measures of Self-Concept	3	522
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IX, 3E, 6	The Self I See	2	530
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Competency 4:	Reading Specialists are cognizant of and responsive to the inevitability of their own deaths and those of others.		
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IX, 4P, 1	You and Death	2	538
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IX, 4P, 3	Death and Literature	2	541
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Competency 5:	Reading Specialists have knowledge of and the ability to use the theory and strategies of values clarification.		
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IX, 5C, 2	Levels of Teaching	3	545
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IX, 5P, 5	Reading and Values	3	556
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Competency 6:	Reading Specialists are able to integrate the affective and cognitive domains in their teaching of reading.		
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GUIDE FOR THE IMPLEMENTOR

Competency-based teacher education (CBTE) has been popular in higher education for more than eight years. The concept that teacher competency should take precedence over other criteria such as "time in course", "number of hours" and "general knowledge about", has been accepted by teacher educators, school administrators, and state and national certification personnel. This undergraduate, competency-based, modular credit, classroom reading specialist training program attempts to synthesize and utilize the best of what has occurred in CBTE. The philosophy, content, and processes involved have been tested against the realities of training institutions and actual teaching situations to maximize the program's success.

I. Philosophical Underpinnings

Before dealing with the organization and processes involved in implementing this program, certain philosophical tenets held by its authors must be understood.

These ideas cover many areas: teaching, learning, process, modeling, individual differences, flexibility, and choice, and it is around these principles that the program comes to life. The philosophical underpinnings are:

A. Teachers/Students

1. All teachers (and teacher educators) are different -- each feels more comfortable with his/her own unique presentation style and his/her own unique theories of education. Each must adapt curriculum to meet his/her needs and those of the present situation.

2. All students are different -- each has a different learning style, a unique set of experiences and competencies which he/she brings to this program, and a unique set of reasons for his/her involvement in the learning opportunities presented.

B. On Learning

1. Affective learning is as important or more important than cognitive learning.

2. The Medium is the Message. Only in situations in which the presentation of material mirrors the content of the material, can there be anything close to optimal success. (A large lecture on individualized reading does not fit this idea.)

3. Students need alternatives. Each person is the best judge of his own needs, and teachers must allow students freedom to determine their own goals, assist in evaluation, and make mistakes inherent in all real learning.

C. On this Training Program.

1. The training of reading teachers should include innovative content. Without new areas (survival skills, racism and sexism, affective factors, etc.) the teaching of reading will remain static within its traditional boundaries.

2. Evaluation must mirror the learning experience. If the learnings are subjective, the evaluation must be subjective. If the content is objective, then objective measures are called for.

3. Time is not the major criteria for evaluation. Students are done when they have completed the stipulated modules, not when 15 weeks of a semester have passed by.

4. Evaluation is on-going. Because of the modular nature of the program, evaluation is completed in steps which depend on completion of modules. Students know where they are, where they must go, and how well they are doing at all points along the way.

Indicator: One page paper

Evaluation:
1. The paper should indicate that the student has read at least three of the references.
2. The paper should indicate that the student understands at least three arguments both for and against the use of informal inventories.

C. Modular Credit

A final part of the program organization is the assigning of modular credit (how much the module is worth) for each module. This value is linked to the difficulty of the stated objective and will be discussed later in Delivery System. These modular credits can be the basis of a record keeping system for the entire program.

III. Program Content

The content of the fourteen components represents one of the most comprehensive competency-based programs ever developed in reading. The information covered in each component is described briefly as follows:

Component I. Reading/Language Arts K - 12

This component is an overview of the entire field of teaching reading. It contains modules sampling content of the following 13 components as well as other language arts areas. A student is given choices from more than 100 modules in this component. The purpose of the component is to act as a "pre-test" or "pre-experience" so that the student can make a decision whether or not to take more reading courses, whether to prepare to be a reading specialist.

In a sense, component number one is a preliminary diagnosis of the student's attitudes, desires, and competencies concerning the appropriateness of a reading specialist program for his or her career.

Component II. Readiness and Beginning Reading

This component trains the teachers in early reading readiness through competencies in language development, dialect differences, language as communication, recognizing reading readiness and measuring reading readiness. It covers knowledge and competencies in teaching a variety of beginning reading materials.

Component III. Comprehension

Such areas as level of comprehension, questioning techniques, test design and literary appreciation are covered in the component. Students may be required to participate in a high-level rigorous directed reading program themselves for the purpose of demonstrating competence in critical reading activities.

Component IV. Diagnosis

In this component students may be required to administer and interpret a battery of diagnostic tests and to weave this information into a complete diagnostic case study, covering the traditional areas of such a study. In addition, diagnostic teaching and the classroom diagnostic process are stressed.

Component V. Learning/Study Styles

This area concentrates on the secondary school level and covers such areas as discovering student learning styles, flexible reading, speed reading, classroom study and homework, use of the library, motivation for study, time scheduling, organization, note taking, listening skills, preparing for and taking exams, textbook reading, skimming, anticipation and concentration, mnemonic devices, memory, vocabulary, writing skills, and values clarification activities.

Component VI. The Future: Trial/Error Teaching/Learning

The hope for the future is considered in this component and centers on matching student learning styles with appropriate materials and teaching strategies. The component requires the student to develop a philosophy of reading now and for the future.

Component VII. Administration and Supervision

This component is an on-the-job practical training component in which the student may experience various leadership styles and learn administration from the teachers' viewpoint.

Component VIII. Remediation and Clinical Practicum

This component includes field-centered practice in a classroom or a reading clinic and with remedial reading pupils.

Component IX. The Affective Domain

This component includes affective factors in the teaching of reading. Since as much as 60 percent of the variance in learning to read may be due to affective factors alone, this component stresses motivation for learning, the role of emotions, feelings, and concept of self in the reading/learning process. This component necessarily includes several expressive modules.

Component X. Process—Theory and Practice

This component stresses the difference between theories of teaching reading as expressed in such books as Singer and Ruddell, Theoretical Models and Processes of Reading and what actually happens in classrooms.

Component XI. Research and Measurement

The purpose of this component is to familiarize the student with research relevant to many aspects of reading instruction, to acquaint students with

fundamentals of research design, to help students recognize faulty research, and to facilitate competence in minimum measurement capabilities. A portion of this component deals with criterion-referenced vs. norm-referenced tests in reading.

Component XII. Survival Skills

This component covers many of the skills not traditionally covered in a reading program. Such skills as classroom discipline, how to get a job, facilitating change, individual and group relations skills and involvement with parents and the community are covered in the component.

Component XIII. Presentation Skills

This component is a micro-teaching component reorganized and adjusted to specific teaching acts of the reading specialist. Presentation skills such as the use of silence, reinforcement skills, questioning skills, are practiced with children, video-taped, and rehearsed until the student is judged competent in several such skills.

Component XIV. Sexism and Racism

Institutional and individual racism have been judged as major causes of illiteracy especially in schools where minority children are the majority in attendance, and sexism perpetuates role stereotyping which traps us all in many webs we may not see. This component is designed to raise student awareness of such social ills and to promote attitudes and skills which combat racism and sexism.

IV. The Delivery System

The delivery system for this program is meant to be as flexible as the content and structure. There are no absolutes in how one goes about implementing the program. Three major strands are important to optimal success: a) preparation for program implementation, b) module presentation and

VOLUME II

Classroom Reading Specialist Program

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Right To Read—Teacher Preparation Program

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Fourteen Components of the Classroom

Reading Specialist Program

Volume I

Guide for the Implementor		
I	Reading/Language Arts, K - 12	D. Barnes Boffey and David J. Yarington

Volume II

II	Readiness and Beginning Reading	Martha Evans
III	Comprehension	Richard Earle
IV	Diagnosis	David J. Yarington
V	Learning/Study Styles	David J. Yarington
VI	The Future: Trial/Error Teaching/Learning	David J. Yarington

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VII	Administration and Supervision	Richard Earle
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IX	The Affective Domain	D. Barnes Boffey

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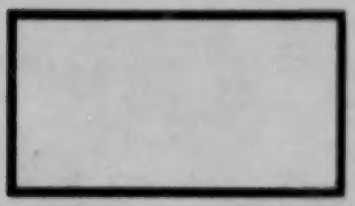
X	Process—Theory and Practice	Martha Evans
XI	Research and Measurement	Martha Evans
XII	Survival Skills	D. Barnes Boffey
XIII	Presentation Skills	David J. Yarington
XIV	Sexism and Racism	William R. Schreck, Jr.



ADVANTAGES

1. Alternatives
2. A Required Core
3. Modular Credit
4. Multiple Entry and Exit Points
5. Medium is the Message
6. Innovative Content
7. Intrinsic Motivation

5. Alternatives are a sign of strength. Each module has alternative resources for gaining knowledge and alternative measures for indicating that this knowledge has been acquired. These are only a beginning and should be expanded by teachers and students.

6. The delivery system must meet the priorities of time, teacher needs, student needs, and the realities of organizational and fiscal limitations. Not all people will implement this program in the same way. Some will use all, some will use only parts. Some will require that students complete many modules, some may require none. Each person must find his/her own best way.

7. The Program is Flexible. Although primarily designed for undergraduate students, this program may be used with pre-service, in-service, graduate or undergraduate populations. The content is flexible, as are possible levels of evaluative criteria.

8. The program will never be complete. This program must never be bound in a form which prevents its changing. The modules, competencies, and delivery system are not the last words; they are all negotiable.

II. Program Organization

With these philosophical underpinnings in mind, we can now describe the terminology, format, and module credit parts of the classroom reading specialist program.

A. Terminology

There are fourteen general areas in which competencies have been stipulated. These areas will be referred to as components. The components may be thought of as courses. The fourteen components are:

I. Reading/Language Arts, K-12
II. Readiness and Beginning Reading
III. Comprehension and Critical Reading
IV. Diagnosis of Reading Difficulties
V. Learning/Study Styles

VI. Trial and Error Teaching
VII. Administration and Supervision
VIII. Remediation and Clinical Practicum
IX. The Affective Domain
X. Process - Theory and Practice
XI. Research and Measurement
XII. Survival Skills
XIII. Presentation Skills
XIV. Sexism and Racism

Each component is sub-divided into general competencies which describe what the Reading Specialist will be able to do after working within that component.

For example, Component IX, "The Affective Domain," contains eight general competencies, each stated in performance terms. Three of these eight are stated here:

1. Reading Specialists have knowledge of and the ability to use the skills of interpersonal communication.

2. Reading Specialists are self-aware and able to facilitate the development of self awareness in their students.

3. Reading Specialists are able to integrate the affective and cognitive domains in their teaching of reading.

Under each competency are listed modules (things to do) - the basic unit of the entire program. By completing modules, the student gains the knowledges, experiences and abilities within the competency.

Each module format has several parts (Number, Title, Rationale, Objective, Learning Alternatives, Indicator, and Evaluation Criteria), and is a complete entity in itself. The modules are of three varieties, created to clarify the divisions between activities which are "knowledge oriented", "performance oriented", and "experience oriented."

Cognitive--means knowledge competencies--something the student has to learn and know--usually evaluated by a paper or written test.

Performance--means something the student has to perform with children, teaching, preparing lessons, or some other observable behavior.

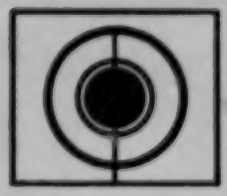
Expressive--means an experience that is good in and of itself. Participating in the experience equals passing the module. For example: a) playing

A COMPONENT

COMPETENCIES

COGNITIVE MODULES

PERFORMANCE MODULES



EXPRESSIVE MODULES

a simulation game, b) watching a movie and participating in a discussion on it, c) attending a lecture by a visiting expert.

B. Format

The seven part format for each module is described below:

1. Module Identification Number:

This number includes the component number, the competency number and type of module (cognitive, performance or expressive) within that competency, and the number of the module within the listings of cognitive, performance, or expressive modules.

For example: Module IX, 2P, 1 - This number identifies this as:

a) IX means Component IX (Affective Domain)

b) 2P means Competency 2 (Reading Specialists are self-aware and able to facilitate this development of self awareness in their students.) The P means it is a performance module.

c) 1 means Module #1 within the performance modules for competency 2.

2. Title -- a two or three word identification.

3. Rationale -- the rationale answers the questions: Why is this module important? Why should a student spend his time working on this topic? How does this module fit into the whole picture? Why will the student be a better reading specialist if he or she completes this module? It's a sales promotion job on the student. If the student buys the rationale, then he or she buys the whole module; it makes the student feel that it is a worthwhile module to do. The rationale can also steer a student away, for example -- perhaps the module is more appropriate for secondary reading. If the student knows he/she will be concentrating on pre-school and beginning reading he/she may choose not to complete that module.

4. Objective. A statement of the thing to do --written in a standard behavioral objective language, without the evaluation criteria written in.

5. Learning Alternatives. There should be at least three for each module with no upper limit. Some samples are:

1. Lecture (live)

2. Lecture (on tape): lectures for each module should be placed on audiotape or videotape.

3. Library packet of readings: packets should be prepared containing articles, excerpts from books, and/or samples of helpful materials.

4. Library browsing: suggested reading lists have been included.

5. Informal discussion with the staff: a discussion with a faculty member is possible with an appointment.

6. Informal discussions with others: roommate, classroom teachers, former students, other students, and children are among the people who might be very helpful to students in terms of learning how to successfully accomplish a module.

7. Audio-visual materials: T.V. tapes, Records, filmstrips, slides and other audio-visual presentations are possible.

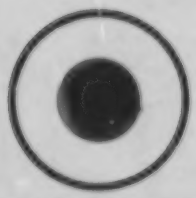
8. Classroom observation: This experience will provide a frame of reference for modules as well

9. Classroom Practice: for those where "practice" is a convenient Learning Alternative, students should make their own arrangement in advance.

10. Other: students are free to make up their own Learning Alternatives.

6. Indicators. These are the attitudes, behaviors or evidence that indicate that the student has completed the module. For example: a) write a one page paper, b) take a written test, c) teach a learner, d) evaluate some materials, e) administer and interpret a test, etc. Under some conditions

A MODULE



TITLE

RATIONALE

OBJECTIVE

LEARNING ALTERNATIVES

INDICATOR

EVALUATION CRITERIA

the indicators can be negotiable or variable with students. There is more than one way to prove one has done something.

7. Evaluation Criteria. These are the criteria the faculty will use to judge whether the indicators pass or fail. For example: a) the one page paper will include...b) student will score at least 90% correct on a written test (note-implementor must supply the test in most cases), c) in the teaching session the following must have been evident...etc.

A sample module is included here to clarify this format.

Module: IV, 3C, 1

Title: Informal Inventories—Pros and Cons

Rationale: Reading specialists should have a rationale for accepting or rejecting the results of informal inventories. This module gives you the opportunity to compare and contrast inventories.

Objective: Given several different forms of informal reading inventories and given research literature concerning them, develop a one-page paper explaining the arguments for and against their use and your personal opinion pro or con.

Learning Alternatives:

1. Austin, Mary and Mildred Huebner, "Evaluating Progress in Reading Through Informal Procedures", in Reading Instruction: Dimensions and Issues, edited by William Durr, Houghton-Mifflin Co.: Boston, 1967, pp. 317-327

2. Kender, Joseph P., "Informal Reading Inventories", in Schneyer, W., "Research", The Reading Teacher, November, 1970, pp. 165-166

3. Harris, Albert J., "Evaluating Performance in Reading", in How To Increase Reading Ability, David McKay Co., Inc., New York, 1962, pp. 152-166

4. Bond, Guy L., and Tinker, Miles A., "Informal Procedures", Reading Difficulties, Appleton-Century-Crofts, New York, 1967, pp. 198-203

5. Johnson, Marjorie Seddon, "Reading Inventories for Classroom Use", in Reading Instruction: Dimensions and Issues, (see Durr, above.)

6. _____

operation, and c) evaluation design and implementation.

A. Preparation for Program Implementation

Preparation for implementation involves several decisions which must be made and several tasks which must be accomplished. These are discussed below.

1. Decisions

a) Scope of program to be implemented:

This decision focuses on how much of the total program will be operationalized. Some may choose to deal with one component of the program while others may choose to attempt two or all the components. It is suggested that each component be developed fully before starting on a second one.

Component I, "Reading and Other Language Arts" may be dealt with as an overview of the whole program and is perhaps a good place to start. In this component, sample modules are presented covering all the areas in other components.

b) Credit Assignment and Modular Value

Before starting, the implementor(s) must decide how they will place credit value on each of the modules. A possible valuing has been completed for each of the modules (see table of contents - 15 modular credits equals one semester credit), but users of the program are encouraged to develop a system which suits their needs.

It should be decided how many "modular credits" equal one "institutional credit" - this will differ for institutions on a quarter or semester system as well as institutions using field-based vs. classroom-based instruction. Also, how will modules designated "neg" (meaning negotiable credit) be valued?

Some may choose to negotiate credit on these prior to a student's starting work. The authors have found it somewhat easier to negotiate credit upon completion of these modules relative to time spent by students and the quality of the finished "product".

c) Requirements and Free Choice

Some implementors feel that as much as 90% of the specific modules in each component should be required. Hopefully, the philosophical tenet of free choice will be preserved, at least to some degree, but it has been effective in the past to designate at least 30% of the modules as required.

One example of what modules could be required is noted (by asterisks) in the table of contents. These are the required modules in the 20 hour reading minor at Aquinas College.

One alternative which seems to work well is the idea that:

1. A stipulated number of modular credits will be recognized as fulfilling course requirements.
2. That among this total, a) one third are stipulated as required by faculty, b) one third are negotiated between faculty and student depending on the views of both and c) one third are left up to the total discretion of the student.
3. A balance be maintained concerning the numbers of cognitive, performance and expressive modules. At least one third must be performance in the Aquinas College program.

2. Tasks:

a) Creation or acquisition of Learning Alternatives

The packet contents, videotapes, books, etc. stipulated in the modules should be acquired or created before the course begins. These materials should be placed in a central location with a workable "check-out"

system for students.

Also, as learning alternatives that are not stipulated will be available at specific institutions, these should be compiled and distributed to students on the first day.

All learning alternatives are negotiable, and creation or deletion of any stated is perfectly acceptable and encouraged.

b) Lectures, Discussion, and Presentations

The modules which are to be used for the courses chosen should be scanned for learning alternatives which stipulate lectures, workshops, presentations, etc., and these should be scheduled for class periods available.

It should also be decided whether attendence should be required. The philosophy of the program would suggest that students are free to choose presentations which will be helpful to them, but individual philosophies may not make this advisable. Some alternative formats are:

a) all lectures are required
b) no lectures are required
c) lectures for required modules are required
d) a weekly discussion group will have required attendance
e) students must contact a faculty member every so often
f) etc.

One note here. If the presentations are of high quality and really aid students in completing modules, they will be attended. If the presentations are too general or unrelated to modular content, one can expect sparse attendance.

c) Module Presentation and Operation

After an initial overview of the program, clarification of terms and procedures and an explanation of the evaluation mechanisms, students should be able to complete the program at their own individual paces. Modules

may be selected at the beginning, or students may change their minds as time goes on to fit their changing needs.

Student exit criteria should depend on completion of modules, not merely time in class. Some may choose to complete the course in 2 or 3 weeks, others may wait until the last day, and others may not finish within the designated time constraints.

One caution here: The greatest problem with this kind of program is that there tends to be a huge push at the end to finish and submit modules. This creates problems with time for meaningful evaluation, quality-control and the opportunity to view growth over a specified period of time. It is suggested that the faculty stipulate at least 2-3 checkpoints within the time parameters of the course where a certain number of modules must be completed. For example, by the mid-point in the program at least 1/3 of all modular credit must be completed and by the second to last week at least 3/4 of all modular credit must be completed. This will help a great deal!!

d) Evaluation, Design and Implementation

Faculty should decide how the modules are to be evaluated, either within or outside the stated indicators. Several institutions have experimented successfully with mixtures of peer, faculty, and cooperating teacher evaluations, and some have even used graduate students at the Master's or Doctoral level as evaluators. There is no best method. The important thing is that this be decided at an early stage. If teachers in the field are to be used as evaluators, they should be included in an early workshop for the clarification of program content and procedures.

Another suggestion is that there be a support group or supervisor for students, remaining constant through the teaching time. This group or person may act as an evaluator and as a feedback mechanism for program evaluation.

There should be a central point where modules can be submitted, and a distribution procedure, set up for return of modules after evaluation. Faculty should also specify times when they will be available for discussion, perhaps specifying which modules will be evaluated at which time.

Finally, it should be remembered that evaluation is on-going. Students complete parts of the program as they finish modules and should not be at the mercy of final examination or one overall grade criterion.

If the procedure in these three sections are followed, you can expect:

1) a somewhat hectic beginning - students will not be used to this format - packets will be incomplete - there will be confusion

2) a smoothing out period where student activity will increase tremendously, and

3) a successful experience for nearly all - progress will be measurable and public - information will be gained in many more ways than ever before - and student and faculty will feel a shared feeling of accomplishment through having increased student competence in a humanistic environment.

For more rationale statements and research data on the program see:

Yarington, D. J., "A Performance Curriculum for Training Reading Teachers," Journal of Reading, 13, October, 1969

Yarington, D. J., and Boffey, Barnes, "Report on a Performance Curriculum for Teacher Training", Journal of Reading, 15, November, 1971

Yarington, D. J., and Kottler, Susan, "A Study of Teacher Trainee Choices in a Performance-Based Reading/Language Arts Course", Reading World, December, 1973

On the following page, an example is provided of the twenty semester hour reading minor program at Aquinas College. The courses are all listed in the catalogue as having variable credit, which allows the students to distribute the hours they take in a way appropriate to their desired teaching situation, ie. elementary, secondary, remedial, etc. But every student in the twenty hour minor is required to complete a core of 12 hours.

Aquinas College Reading Minor

Twenty semester hour credits in reading are required for the minor. They are to be taken from the courses below. Twelve hours are required as noted in the parentheses. All the courses are listed in the catalog for variable credit. They may be taken for varying amounts of credit with permission of the Education Department.

A typical two-year, four-semester program is outlined. Specific modules which are required are noted by an asterisk in the Table of Contents.

Semester 1	(Required) Credits	Typical Program Credits
EN 444— Component I: Reading/Language Arts, K—12	(1)	1
EN 446— Component IX: The Affective Domain	(1)	1
EN 452— Component XII: Survival Skills		1
Semester 2		
EN 440—Component II: Readiness Beginning Reading	(1)	2
EN 454—Component III: Reading Comprehension	(1)	1
EN 455—Components X-XI: Reading Theory & Research	(1)	2
EN 451— Component XIII: Presentation Skills	(1)	1
EN 456—Components XIV & VI: Reading Attitudes	(1)	1
EN 492— Component V: Learning/Study Skills	(1)	1
EN 449— Component VII: Administration and Supervision		1
Semester 3		
EN 442— Component VIII: Remedial Reading Practicum	(2)	4
Semester 4		
EN 443— Component IV: Reading Diagnosis	(2)	4
	(12)	20

Component I

Reading/Language Arts, K - 12

by

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Component I: Reading/Language Arts, K - 12

Competency 1: Reading Specialists are able to determine the style in which they learn best.

Competency 2: Reading Specialists are able to individualize learning through varied and continuous methods of grouping children for instruction.

Competency 3: Reading Specialists have a working knowledge of readiness for reading in terms of skills and activities for readiness.

Competency 4: Reading Specialists should have knowledge of a variety of different approaches to beginning reading instruction.

Competency 5: Reading Specialists have knowledge of and the ability to use linguistically oriented reading approaches.

Competency 6: Reading Specialists have knowledge of and the ability to use the methods and materials involved in the Initial Teaching Alphabet. (i/t/a)

Competency 7: Reading Specialists have knowledge of and the ability to teach in various ways the specific skills of word analysis necessary for reading.

Competency 8: Reading Specialists are able to understand the rationale for uses of and construction of informal means of assessment.

Competency 9: Reading Specialists have knowledge and familiarity with formal means of assessing reading levels, as well as their construction and the rationale for their use.

Competency 10: Reading Specialists are aware of the limitations of I.Q. testing and their general use in school testing programs.

Competency 11: Reading Specialists are able to create and use on-going evaluative tools in the classroom.

Competency 12: Reading Specialists are able to individualize their spelling programs, aiming especially toward self-correction and self diagnosis.

Competency 13: Reading Specialists are aware of handwriting methodology and able to use and teach handwriting skills.

Competency 14: Reading Specialists have a general knowledge of the reading establishment as it operates in the United States.

Competency 15: Reading Specialists are aware of current books in the education field.

Competency 16: Reading Specialists are able to use the procedures of the "Pupil Specialty".

Competency 17: Reading Specialists are aware of the theories and practices dealing with speed reading and study skills.

Competency 18: Reading Specialists are aware of the reading journals in the field and able to read and utilize material in these journals.

Competency 19: Reading Specialists are able to employ informal and formal dramatics as an effective curricular vehicle.

Competency 20: Reading Specialists are able to teach punctuation in a meaningful and interesting manner.

Competency 21: Reading Specialists are able to enhance creative vocabulary development through various experiences and methods.

Competency 22: Reading Specialists are able to develop poetry writing with children and use various activities to instill its appreciation in the classroom.

Competency 23: Reading Specialists are aware of the content in Children's Literature, able to motivate reading of this literature by children, and able to promote proficiency in oral reading.

Competency 24: Reading Specialists are able to teach and motivate creative writing, controlled writing and functional writing.

Competency 25: Reading Specialists are able to employ games in their teaching of reading and language arts.

Competency 26: Reading Specialists are able to adapt their styles and methods of teaching to deal with "Special Populations" of children.

Competency 27: Reading Specialists are able to present stories to children in many ways and through many media.

Competency 28: Reading Specialists are able to individualize their reading instruction.

Competency 29: Reading Specialists are able to integrate speech development into their work with children.

Competency 30: Reading Specialists are able to integrate the teaching of listening skills into their instructional programs.

Competency 31: Reading Specialists are able to ask higher order questions and develop good comprehension skills with learners.

Competency 32: Reading Specialists are able to utilize various media in their teaching.

Competency 33: Reading Specialists are aware of the "rules" for group interaction and able to utilize the procedure of Group Talk.

Component I: Reading/Language Arts, K-12

Competency 1: Reading Specialists are able to determine the style in which they learn best.

Module: I, IC, 1 Modular Credit _____

Title: Learning Style

Rationale: In order to function efficiently in a learning situation containing various means and alternatives for gaining competency, the student should be able to determine his/her learning style and use this knowledge to successfully negotiate the curriculum.

Objective: Given your learning style, write a paper describing it and how you determined it.

Learning Alternatives:

1. Participate in a learning style session during the first week of class.
2. Take the ten-session course in reading and study skills offered through a book on the subject.
3. Determine your learning style through reflection on successful experience in elementary school, high school, and college.
4. Have an interview with a counselor about your learning style.
5. _____

Indicator: A one-two page description of individual learning style and how this was ascertained.

Evaluation: The paper should show that the student:

a) has a grasp of the concept of learning style,

b) can give examples of how this style has been evident in past learning successes,

c) can describe process through which his/her learning style was clarified.

Competency 2: Reading Specialists are able to individualize learning through varied and continuous methods of grouping children for instruction.

Module: I, 2C, 1 Modular Credit _____

Title: Grouping Children for Reading Instruction

Rationale: The Bluebird, Robin, Sparrow method of grouping children is deadly, both to children and teacher. It labels kids, locks them into irreversible patterns, and in the long term destroys much of the fun and spontaneity of reading. Students must be aware that on-going skill, interest, and aptitude groupings are available alternatives which lead to greater teaching and learning success.

Objective: Given materials on various methods, theories, and rationales of grouping, the student will synthesize this information in a one-to-two page paper.

Learning Alternatives:

1. See packet.
2. Visit a school and talk with a reading specialist about different ways of grouping.
3. _____

Indicator: one-to-two page paper.

Evaluation: The paper should show that the student can:

a) describe at least 3 various theories and techniques of grouping

b) describe personal preferences and ideas about each method.

Packet Contents:

* 1. Bond, Guy L., and Wagner, Eva Bond, "Grouping Pupils for Pre-Primer Instruction", Teaching the Child to Read, Macmillan Co., New York, 1950 pp. 183-188, 194-195

* 2. Cutts, Warren G., "Curricular Adjustments in Reading", Modern Reading Instruction, Center for Applied Research in Education, Inc., Washington D. C., 1964, pp. 73-76

* Those with asterics have summaries in back of the packet.

* 3. "III. Group Sessions", A Practical Guide to Individualized Reading, Bulletin No. 40, Board of Education, New York City, N.Y., pp. 35-39

4. Huus, Helen, "Grouping Within A Class" in Mazurkiewicz, A., New Perspectives in Reading Instruction, 2nd edition, 1968, pp. 214-227.

5. Olsen, James, "Should We Group By Ability?", The Journal of Teacher Education, Vol. 18 (2): pp. 201-205.

* 6. Smith, Nila Banton,"Grouping Plans Take on New Forms," Reading Instruction for Today's Children, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1963, pp. 108-117.

7. Wrightstone, Wayne, "Ability Grouping and the Average Child", NEA Journal Vol. 57, (1): pp. 9-11, January 1968, by permission of author and publisher.

Module: I, 2C, 2 Modular Credit _____

Title: The Guiness Book of Class Record Cards

Rationale: Reading teachers are often confronted with permanent record cards and urged to use them as a means of grouping children for reading. Students should have a chance to experience the task (and its related strengths and lunacies) before doing it with real children.

Objective: Given twenty cumulative record cards for an elementary school class, group these children for reading and specify your overall rationale for grouping as well as a short explanation of why each child is in the group he is in.

Learning Alternatives:

1. See packet for further instructions.

2. _____

Indicator:

1. Written description of groups decided upon.
2. Written rationale for overall plan and specific reasons for each student's membership in a group.

Evaluation: The grouping and description should show that the student can:

1. provide a sensible rationale for overall grouping procedures,
2. specify reasons for each child's membership in one of the groups,
3. project how groups might remain changing entities as the class proceeds.

Packet Contents:

1. Cumulative Record Cards (31), "Providence School Department Reading Record Folder",(a sample reading record form).

Module: I, 2C, 3 Modular Credit_____

Title: The Grass is Sometimes Greener

Rationale: Reading teachers can learn a lot from other teachers if they are willing to be aware of what is happening. Here is a chance to become aware of how other teachers group and evaluate his/her method against certain criteria.

Objective: Given an elementary school classroom in which the teacher has established a grouping procedure for reading or for any content area, evaluate that grouping procedure in terms of: a) variety of criteria used in grouping, b) suitability of overall plan, c) allowance for individual differences, d) flexibility within and flexibility among the group.

Learning Alternatives:

1. Only as stated.

Indicator: One to two page paper.

Evaluation: The paper should show that the student can:

a) accurately describe what the grouping procedure is

b) evaluate that technique against each of the stated criteria

c) analyze strengths, weakness, and alternatives for method observed

Module: I, 2P, 1 Modular Credit _____

Title: "Hey, kid; Ya Wanna Join a Group?"

Rationale: Here's your chance to try all this grouping theory on real children.

Objective: Given a self-contained classroom, for one day teach the children using at least three different grouping strategies with three different criteria.

Learning Alternatives:

1. Module I, 2C, 1
2. _____

Indicator: 1 paragraph describing each strategy and the relative success of each.

Evaluation: The written description should show that the student:

a) has used three different strategies,

b) has matched the grouping to the purpose and method of the lesson taught,

c) can evaluate his/her success with these groupings.

Competency 3: Reading Specialists have a working knowledge of readiness for reading in terms of skills and activities for readiness.

Module: I, 3C, 1 Modular Credit _____

Title: "What You See Is What You Get?"

Rationale: Reading Specialists should be able to evaluate the readiness of a child's social, emotional, physical and intellectual aspects before proceeding with a program to nourish these areas.

Objective: Given a reading readiness checklist, observe a pre-schooler for one hour and fill out the checklist.

Learning Alternatives:

1. Readiness checklist—in packet.
2. _____

Indicator: completed checklist.

Evaluation: The checklist should be complete and annotated with any specific behaviors other than those stipulated which might add to a teacher's bank of information for creating program.

Module: I, 3C, 2 Modular Credit____

Title: Reading Readiness, By Johnny Appleseed, N.Y., Nourish Press, 1975

Rationale: If maturation is the answer, then how do we rationalize "Sesame Street"? If instruction is the answer, then how come kids don't all read at the same time?

Objective: Agree or disagree with the following statement in a one-page essay: "Reading readiness cannot be taught. Readiness is like an apple. You cannot teach it to be ripe; in other words, readiness is a maturation or growth process and not something that can be taught or learned by the child."

Learning Alternatives:

1. Attend a lecture on readiness skills and how they are taught.
2. See packet.
3. _____

Indicator: One-page paper

Evaluation: The paper should show that the student can:

a) verbalize and argue for the position taken

b) cite experiences where his/her idea is proven out

c) describe quickly the implications this stand has for future classroom work

Packet Contents:

1. Durr, William K., et al., "Readiness and Beginning Reading," Reading Instruction: Dimensions and Issues, Houghton Mifflin Co., Boston, 1967, pp. 25-34
2. Huus, Helen, "Developing Reading Readiness", in Durr.
3. Hymes, James L., "Early Reading is Very Risky Business", in Durr.
4. Durkin, Dolores, "The Concept of Readiness", Children Who Read Early, Teachers College Press, Teachers College, Columbia University, N.Y., 1966, pp. 2 - 11

Packet Contents cont'd.

5. Chall,Jeanne, "Reading Readiness", Learning To Read: The Great Debate, McGraw-Hill Book Co., N.Y., St. Louis, 1967, pp. 57-60.

6. "Crippling the Young?", Time, July 10, 1972, p. 92.

7. Tyler, Frederick, T., "Readiness", Encyclopedia of Educational Research, 4th edition, Macmillan Co., Collier Macmillan Ltd., Toronto,Canada, 1969.

8. Banham, Katherine M., Ph.D., "Individual Record Check List - Maturity Level for School Entrance and Reading Readiness", Educational Test Bureau, Division of American Guidance Service, Inc., 720 Washington Ave., S.E., Minneapolis, 14, Minnesota, 1959.

Module: I, 3C, 3 Modular Credit _____

Title: Testing Readiness

Rationale: Reading Specialists should be aware of the various measures currently used to diagnose readiness in elementary schools; what they test, how they test, and whether they are valid or not.

Objective: Given the statement that readiness can be tested and given the Buros Mental Measurement Yearbooks, the student will be able to select any two of the following standardized readiness tests and report on them.

Learning Alternatives:

1. American School Reading Readiness Test
2. Binyon-Beck Reading Readiness Test for Kindergarten and First Grade
3. Classification Test for Beginners in Reading
4. Gates Reading Readiness Test
5. Group Test of Reading Readiness: Dominion Test
6. The Harrison-Stroud Reading Readiness Profile
7. Lee-Clark Reading Readiness Test, 1951 revision
8. Maturity Level for School Entrance in Reading Readiness
9. Metropolitan Readiness Test
10. Murphy-Durrell Diagnostic Reading Readiness Test
11. Reading Aptitude Test
12. Reading Readiness Test
13. Reversal Test
14. Scholastic Reading-Readiness Test
15. Watson Reading Readiness Test
16. Webster Reading-Readiness Test

Indicator: Written evaluation of any of the two tests cited above.

Evaluation: The evaluation should show that the student can:

a) describe skills tested in each test

b) provide a subjective evaluation of each test against self-generated criteria.

Module: I, 3C, 4 Modular Credit_____

Title: A Body of Knowledge

Rationale: Physical readiness, from gross motor control to hand-eye coordination, is very important for a beginning reader. Teachers should know what areas are to be developed and how this might be done through body movement activities.

Objective: Given articles and/or books containing information on child development, reading readiness, and movement activities and experiences, develop a paper stating the rationale and purpose of using body movement activities.

Learning Alternatives:

1. See packet for articles and excerpts.
2. See packet for readings from bibliography.
3. _____

Indicator: One to two page paper.

Evaluation: The paper should show that the student can:

a) describe the connections between body movement development and reading readiness.

b) cite activities that might be used in a classroom.

c) cite at least two references.

Packet Contents:

1. Bibliography of Perceptual Problems, compiled by the Hampden County Learning Disability Center.
2. Faustman, Marion Neal, "Some Effects of Perception Training in Kindergarten on First Grade Success in Reading,"Perception and Reading, Smith, Helen K., Editor, Vol. 12, International Reading Association, Inc., 1968.

3. Porter, Lorena, "What is Movement Education for Children?"; How Did This New Direction Come About?", Movement Education for Children, Elementary, Kindergarten, Nursery Educators, 1969.

4. Robinson, Helen, M., "Perceptual Training - Does It Result In Reading Improvement?"; Paper read before the International Reading Association Convention, April, 1971.

Module: I, 3C, 5 Modular Credit _____

Title: Observing Physical Activity

Rationale: Here is a chance to observe what others do in stimulating body movement growth and see if there is some rationale behind the activities used.

Objective: Observe a kindergarten either during "gym" period or at some time when movement exercises of any sort are taking place.

Learning Alternatives:

1. See packet. (same as I, 3C, 4)
2. _____

Indicator: Written description of activities observed and personal evaluation.

Evaluation: The description should show that the student can:

1. describe the activities used in the group, and
2. provide a personal perception of possible rationale for each

Module: I, 3P, 1 Modular Credit _____

Title: Readiness for Testing

Rationale: If you are going to be working with young children and trying to gain information to spur readiness, you might want the chance to administer and interpret one of the readiness tests currently utilized in schools.

Objective: Given a kindergartner or pre-schooler, the student will administer one of the tests listed in module I, 3C, 3.

Learning Alternatives:

1. Module I, 3C, 3
2. Administer and interpret a readiness test.
3. _____

Indicator: Completed test sheet and interpretation.

Evaluation: (none)

Module: I, 3P, 2 Modular Credit _____

Title: Diagnosing Readiness While Teaching.

Rationale: Tests are not always available, and if they are, they aren't always the most efficient or relevant method of diagnosing readiness. Personal observations while teaching can very often be the best method of gaining this information.

Objective: Attempt to teach a pre-school child some word analysis or recognition skills and develop a checklist of his readiness abilities and disabilities.

Learning Alternatives:

1. Module I, 3C, 2
2. _____

Indicator: Written description of attempted skills and list of skills the child seemingly has and does not have.

Evaluation: The list should show that the student can:

a) link success or failure of child in learning skills with specific readiness abilities

b) cite physical, emotional, and intellectual abilities the child has or has not yet developed

Competency 4: Reading Specialists should have knowledge of a variety of different approaches to beginning reading instruction.

Module: I, 4C, 1 Modular Credit_____

Title: An Overview of Beginning Reading

Rationale: As reading specialists, you will be asked to suggest or work with various approaches to beginning reading. Although it is impossible to know all on a working basis, it is adviseable that you are aware of major thrusts and where you can find out about others.

Objective: Given various approaches to beginning reading instruction, write a short paper defining, identifying materials, and discussing strengths and weaknesses of four approaches.

Learning Alternatives:

1. Lecture on beginning reading approaches.
2. Aukerman, Robert C., Approaches to Beginning Reading, John Wiley and Sons, 1971.
3. Materials in Curriculum library.
4. _____

Indicator: Short paper as cited above.

Evaluation: The paper should show that the student can:

a) differentiate various methods of teaching beginning reading

b) discuss strengths and weaknesses

c) provide personal evaluation of prospects of this approach for his/her future teaching

Module: I, 4P, 1 Modular Credit ___

Title: 5 Ways to One Child

Rationale: As a chance to not only find which method best suits a specific child, but also as a way to experiment with different methods, this module carries theory into practice.

Objective: Given a beginning first grade non-reader, teach five specific word analysis skills using five different approaches.

Learning Alternatives:

1. Module I, 4E, 2
2. Module I, 4E, 1
3. _____

Indicator:

1. Outline of skills taught and methods used.
2. Evaluation of session.

Evaluation: The evaluation should show that the student can:

a) describe strengths and weaknesses encountered in using each method

b) evaluate child's success with each method and whether you would recommend further work with each

Module: I, 4E, 1 Modular Credit _____

Title: Reading by the Reading Specialist

Rationale: This module offers you the chance to do what you may be doing so much as a reading specialist; present to a group the materials and methods of a reading method you hope they will employ.

Objective: Given the opportunity to gather background information about one method of reading (other than i/t/a and linguistics) be prepared to present this method (with materials if possible) to a small group in class.

Learning Alternatives:

1. Materials in curriculum resource room.
2. _____

Indicator:

1. Evaluation by group members of a) the method and b) your presentation
2. Short evaluation by student of success in this module

Evaluation: The evaluation should describe:

a) how it might be presented a second time

b) segments of the method presented that were easily understood by the group and those understood more difficultly

Module: I, 4E, 2 Modular Credit _____

Title: Beginning Reading Approaches

Rationale: An easy and interesting module.

Objective: Given a lecture on Beginning Reading Approaches and Early Childhood Development, attend and write a critique on the lecture.

Learning Alternatives:

1. Lecture
2. _____

Indicator: Presence at lecture; written critique

Evaluation: The written critique should show that the student can:

a) cite major ideas expressed in lecture,

b) evaluate presentation in light of personal needs.

Competency 5: Reading Specialists have knowledge of and the ability to use linguistically oriented reading approaches.

Module: I, 5C, 1

Modular Credit_____

Title: Linguistically Oriented Reading Approaches

Rationale: Linguistically oriented materials are as good or better than any other approach to reading instruction, according to recent research. There are several materials which are linguistically oriented according to the publisher's comments, and reading specialists should have knowledge of these.

Objective: Given an essay by Leonard Bloomfield and given several other essays dealing with linguistically oriented approaches to beginning reading, write a one page criticism of linguistically oriented reading approaches.

Learning Alternatives:

1. See packet.
2. _____

Indicator: One page paper.

Evaluation: The criticism should contain:

a. both strengths and weaknesses of linguistically oriented approaches
b. thoughts on how the linguistic approach spreads into all reading approaches

Packet Contents:

1. Hillerich,R.L., "Linguistic Efforts in Reading", The Education Digest, Vol. 34, pp.43-46, Dec., 1968.
2. Strickland, R.G., "The Contribution of Linguistics in Reading, Spelling, Grammar", The Instructor, Vol. 75, March, 1966.
3. Bloomfield, Leonard, "Teaching Children to Read" in Let's Read, Wayne State University Press, 1950.
4. Cordts, Anna D., "Speaking of Phonics", Phonics for the Reading Teacher, Holt, Rinehart and Winston, Inc. N.Y., 1966.

Module: I, 5C, 2 Modular Credit_____

Title: Materials in Linguistically Oriented Approaches

Rationale: See I, 5C, 1

Objective: Given three publishers' linguistically-oriented readers: Charles E Merrill, Science Research Associates and Barnhart, Let's Read, in curriculum library, review the materials used in the beginning reading lessons and write your own beginning reading lesson (one or two of them) based on similar principles.

Learning Alternatives:

1. Materials in curriculum resource room.
2. Module I, 5C, 1
3. _____

Indicator: Written lesson(s) based on linguistic principles.

Evaluation: The lesson should show that the student:

a) is aware of principles involved

b) can create materials which follow these principles

Module: I, 5E, 1 Modular Credit _____

Title: Teach, Reach, Beach, Geach

Rationale: See I, 5C, 1

Objective: Given any one of the linguistically-oriented materials described in module I, 5C, 2, teach two or three lessons to a child.

Learning Alternatives:

1. Materials from Charles E. Merrill, Science Research Associates, Barnhart, in curriculum resource library.

2. _____

Indicator: Submit a statement by teacher that this has been completed.

Evaluation: (none)

Competency 6: Reading Specialists have knowledge of and the ability to use the methods and materials involved in the Initial Teaching Alphabet (i/t/a).

Module: I, 6C, 1 Modular Credit _____

Title: i/t/a/ All the Way?

Rationale: One of the big controversies in i/t/a/ concerns the transition in the third grade to our regular alphabet. Some claim success, others bemoan failure.

Objective: Given a first grade teacher who uses i/t/a and given a third grade teacher who has pupils who were taught beginning reading using i/t/a, have a discussion with both teachers on the merits and demerits of i/t/a and write a one-page paper comparing and contrasting the two conversations.

Learning Alternatives:

1. Look at research studies in the library on i/t/a and glean comments on i/t/a success in 1st and 3rd grades.
2. _____

Indicator: One page paper.

Evaluation: The paper should show that the student can:

a) bring out significant points in the i/t/a controversy

b) contrast success and failure at 1st and 3rd grade levels

Module: I, 6P, 1 Modular Credit _____

Title: Writing with i/t/a

Rationale: Not until we experience something can we truly evaluate it. i/t/a is an interesting medium. Here's a chance to try it out.

Objective: Given the statement, "i/t/a solves many problems in the teaching of reading", compose at least two paragraphs commenting on the quoted statement. Each paragraph must be written using the i/t/a symbols. It may agree, disagree, or be neutral about the written statement.

Learning Alternatives:

1. See packet.
2. Attend showing of film, "The Forty Sounds of English".
3. _____

Indicator: 2 paragraphs written in i/t/a.

Evaluation: The paragraphs should show that the student can:

a) actually use the i/t/a alphabet, with 90% accuracy,

b) take a stand on i/t/a and provide at least two reasons this stand is taken.

Packet Contents:

1. Tanyzer, Harold J., "What You Should Know About the Initial Teaching Alphabet", The Hofstra REVIEW, Winter, 1966.
2. Leigh, Teresa, "I.T.A. and Progressive Teaching Methods", The Reading Teacher, vol. 22, no. 2, November 1968.
3. Gillooly, William B., "The Promise of i/t/a is a Delusion, —Yes"; Mazurkiewicz, Albert J., and Dolmatch, Theodore B., "No", Phi Delta Kappan, June, 1966, pp. 545-53.
4. Holmes, Jack A., and Rose, Ivan M., "Disadvantaged Children and the Effectiveness of i.t.a.", The Reading Teacher, vol. 22, no.4, January, 1969, pp. 350-356.
5. Pitman, Sir James, "Reading and the Transition from i.t.a. to T.O.", The Reading Teacher, Vol. 23, No. 1, October, 1969, pp. 34-39.

Module: I, 6P, 2 Modular Credit ____

Title: Teaching i/t/a

Rationale: By teaching i/t/a you can get a better idea of how it works, the difficulties involved in learning it the first time, and a chance to evaluate how you feel about its suitability for you.

Objective: Given a classroom using i/t/a, participate in teaching for at least 2 hours.

Learning Alternatives:

1. Module I, 6P, 1
2. _____

Indicator: Short evaluation of feelings and learnings.

Evaluation: The evaluation should show that the student can:

a) evaluate suitability of i/t/a for him/her personally

b) describe major difficulties in using the approach

c) evaluate student attitudes toward i/t/a

Module: I, 6E, 1 Modular Credit _____

Title: i/t/a from a Teacher's View

Rationale: The success of a teaching method is only as good as the teacher's ability and enthusiasm. i/t/a has been controversial, and it might be interesting to see what teachers feel.

Objective: Given a first grade classroom where i/t/a is used in exclusion to any other approach, visit the classroom during reading instruction and have a discussion with the teacher about i/t/a.

Learning Alternatives:

1. Listing of i/t/a classrooms in your area.
2. _____

Indicator: Statement by teacher that this has been completed.

Evaluation: (none)

Module: I, 6E, 2 Modular Credit ____

Title: "The Forty Sounds of English"

Rationale: (none)

Objective: Given a showing of the film, "The Forty Sounds of English", and a short talk on various aspects of i/t/a following the film, have a discussion about i/t/a.

Learning Alternatives:

1. Movie as scheduled.
2. ____

Indicator: Participation in discussion.

Evaluation: (none)

Competency 7: Reading Specialists have knowledge of and the ability to teach in various ways the specific skills of word analysis necessary for reading.

Module: I, 7P, 1 Modular Credit_____

Title: Learning and Teaching the Word Analysis Skills

Rationale: A reading program which does not concentrate on and build upon the specific skills of word analysis cannot be effective. The skill base necessary for good teaching of reading is a matter of both knowing the skills and having at one's disposal multiple methods of getting these across to children.

Objective:

1. Read Duffy and Sherman, Systematic Reading Instruction, Harper-Row, 1972, SARI, Phi Delta Kappa, Teacher's Handbook, or another management system.
2. Develop materials for and teach one word analysis skill as demonstrated in an elementary classroom.
3. Teach for at least a ½ hour in five learning situations representing five specific skills at a given elementary school.

Learning Alternatives:

1. Duffy and Sherman, Systematic Reading Instruction, Harper and Row, 1972,
2. Systematic Approach to Reading Instruction (SARI), Phi Delta Kappa, Bloomington, Indiana, 1974.
3. Lecture on Word Analysis Skills and Methods of Presentation.
4. See packet.
5. _____

Indicator:

1. Session plan for word and analysis lesson.
2. Completed statement by elementary teacher that #3 has been completed.

Evaluation:

The session plans should show that the student can:

a. devise various methods of presenting the word attack skill,

b. create a logical and organized lesson plan,

c. devise evaluation criteria to test the success of this plan.

The elementary teaching sessions should cover a range of skills and show some evaluation (in the statement of completion) by the teacher of the student's success in these tasks.

Packet Contents:

1. McKee, Paul, Primer for Parents, Houghton Mifflin Co., 1966, revised 1972.
2. Durkin, Dolores, "The Content of Phonics", Phonics and the Teaching of Reading, New York, Teachers College Press, 1965. pp. 59-79.
3. Heilman, Arthur W., "The Purpose and Limitations of Phonics Instruction", Phonics in Proper Perspective, Charles Merrill Publishing Co., Columbus, Ohio, 1969, pp. 1-25, 96-98.
4. Clymer, Theodore, "The Utility of Phonic Generalizations in the Primary Grades", The Reading Teacher, January, 1963.
5. Gray, William S., "Context Clues and the New Word", On Their Own in Reading, Scott, Foresman and Co., 1948, pp. 53-55, 75-87.

Module: I, 7P, 2 Modular Credit _____

Title: Building on the Day Before

Rationale: See I, 7P, 1

Objective: Given an elementary classroom and one reading group therein, teach on three or more consecutive days a reading lesson on word analysis skills and present a written statement from a certified teacher that the lessons were satisfactory along with an outline of the skills taught and the approach used.

Learning Alternatives:

1. See packet. (same as I, 7P, 1)
2. _____

Indicator:

1. Written statement by teacher,
2. Outline of skills taught and approach used.

Evaluation: The outline should show a progression in and reason for the skills chosen, and a matching of suitable approach for teaching each skill.

Module: I, 7E, 1 Modular Credit _____

Title: "Breaking The Code"

Rationale: This module will provide you with an overview of word analysis skills as well as an opportunity to experience the thoughts, feelings, and frustrations of early experiences with learning to read.

Objective: Mc Kee's arbitrary alphabet (see packet) simulates what it is like for the child to look at strange symbols and learn from the beginning how to use basic word attack skills in order to understand these symbols. For a better understanding on how a child first learns to read, attend the lecture on "Breaking the Code" of reading.

Learning Alternatives:

1. See packet. (Contains Mc Kee's Arbitrary Alphabet)
2. Lecture on breaking the code.
3. _____

Indicator: Attendence at lecture.

Evaluation: (none)

Packet Contents:

1. Mc Kee's Arbitraty Alphabet

Competency 8: Reading Specialists are able to understand the rationale for, uses of and construction of informal means of assessment.

Module: I, 8C, 1 Modular Credit ____

Title: The Pros and Cons of IRI's (Informal Reading Inventories)

Rationale: To be able to understand the purpose and the procedures of informal testing in the classroom, especially with reading inventories, students should be exposed to some of the literature dealing with this subject.

Objective: Given several different forms of Informal Reading Inventories and given research literature concerning them, develop a one-page paper explaining the arguments for and against their use and your personal opinion pro or con.

Learning Alternatives:

1. See packet.
2. Attend lecture demonstration on informal means of assessment.
3. _____

Indicator: One-page paper

Evaluation: The paper should show that the student can:

a) synthesize information into a one-page analysis of IRI literature.

b) bring out both pros and cons on the subject.

c) arrive at an individual conclusion based on supporting evidence.

Packet Contents:

1. An informal reading inventory.
2. Durr, William K., (ed.by) "Evaluation Progress in Reading Through Informal Procedures", Reading Instruction: Dimensions and Issues, Houghton Mifflin Co., Boston, 1967, pp. 317-327
3. Schneyer, J. Wesley, "Research", University of Pennsylvania; Kender, Joseph P., "Informal Reading Inventories", The Reading Teacher, Nov., 1970.
4. Harris, Albert J., "Evaluating Performance in Reading, I", How To Increase Reading Ability, David McKay Co., Inc., N.Y., 1962, pp. 152-166

Packet Contents cont'd. (I, 8C, 1)

5. Bond, Guy L., and Tinker, Miles A., "Informal Procedures", Reading Difficulties, Appleton-Century-Crofts, N.Y., 1967, pp. 198-203

6. Silvaroli, Nicholas J., Classroom Reading Inventory, 2nd edition, Wm. C. Brown Company, 1973.

7. Goodman, Yetta and Carolyn Burke, Reading Miscue Inventory, Macmillan, 1972.

Module: I, 8C, 2 Modular Credit _____

Title: Readability—What's it Mean?

Rationale: There are formulae currently in use which determine, with varying degrees of validity, the grade level at which a book is "readable". It is interesting and useful to be able to use these procedures and personally test out their validity.

Objective: Given several readability formulae, choose one formula and apply it to a book of your choice, determining the reading difficulty level of the book. Defend or argue against the use of the book at the grade level in school identified by the formula.

Learning Alternatives:

1. Obtain readibility formula supplied in packet. (Dale-Chall, Flesch, Fry)
2. Attend demonstration of readability formulae as part of lecture on informal means of assessment.
3. _____

Indicator: One-page paper.

Evaluation: The paper should show that the student can:

a) point out the limitations of the readability formula

b) provide criteria for the use or non-use of the chosen book at the particular grade level.

Module: I, 8P, 1 Modular Credit _____

Title: Administering the IRI.

Rationale: Theory is fine, but prospective reading specialists should also know how to administer and interpret an IRI.

Objective: Given an Informal Reading Inventory, administer it to a child and interpret it orally or in writing to the satisfaction of your evaluator.

Learning Alternatives:

1. Lecture demonstration on informal means of assessment.
2. Consult with a teacher with knowledge of informal inventories.
3. See packet.
4. _____

Indicator: Written or verbal evaluation and interpretation.

Evaluation: The evaluation should show that the student can:

a) diagnose patterns of pupil mistakes,

b) arrive at a "tentative" grade level from the inventory,

c) suggest possible alternatives for correcting the mistakes made on the inventory.

Packet Contents:

1. Sample Informal Reading Inventories.

Module, I, 8P, 2 Modular Credit_____

Title: Attitude-Interest Inventories

Rationale: In creating curriculum for and with children, it is as important to know their attitudes and interests as it is to know the skills they have or need. It will not be long before a program of prescriptive teaching which is not of interest to the child will "bomb out".

Objective: Given two elementary school children, construct an attitude/interest-towards-reading-and-school inventory for a child at that level and administer it to the two children. Write a one page evaluation of the inventory based on the two administrations and submit it along with the inventory.

Learning Alternatives:

1. Lecture-demonstration on informal means of assessment.
2. Discuss attitude inventories with an experienced teacher.
3. See packet.
4. _____

Indicator:

1. Inventory used and answers received.
2. One page evaluation of the success of the inventory for the purposes intended.

Evaluation:

a. construct an instrument which touches on many areas of attitudes and interests.

b. elicit answers beyond a simple one word response.

c. build on answers during the actual interview.

Packet Contents:

1. Reading Attitude Inventory, American Book Co., 1966.

Module: I, 8P, 3 Modular Credit _____

Title: Constructing an Informal Inventory

Rationale: Teacher made inventories are often easier to create and yield more information than "the semi-formal" ones available. Reading Specialists should be able to construct and administer an IRI of their own making.

Objective: Given a set of readers at the elementary level, construct an informal reading inventory, administer it to a child, and submit the inventory with results and your interpretation.

Learning Alternatives:

1. Lecture-demonstration on informal means of assessment
2. See packet.
3. _____

Indicator:

1. Actual inventory created.
2. Results of testing with an interpretation.

Evaluation: The inventory should cover at least 5 grades. The student should be able to:

a) analyze results of the IRI,

b) suggest activities to enhance weak skill areas,

c) assess suitability of created inventory for stated purposes.

Packet Contents: Information on creating an IRI from reading tests.

Module: I, 8P, 4 Modular Credit _____

Title: Formal vs. Informal

Rationale: We have been brainwashed for so long about the sanctity of standardized testing that it is often hard to see how well informal means can work. Here's a chance to compare results of both and draw some conclusions.

Objective: Given a child to whom you have administered a standardized reading achievement test and your administration of an informal inventory, write a one-page paper discussing the merits of each score.

Learning Alternatives:

1. Lecture on formal and informal means of assessment.
2. See packet for module I, 8P, 1,
3. See packet for module I, 8P, 3
4. _____

Indicator: One-page paper.

Evaluation: The paper should show that the student can:

a) compare grade level results of both instruments,

b) give a judgement as to which he/she feels is most accurate, and why.

Competency 9: Reading Specialists have knowledge and familiarity with formal means of assessing reading levels, as well as their construction and the rationale for their use.

Module: I, 9C, 1 Modular Credit_____

Title: Comparing Standardized Tests

Rationale: Many schools use standardized tests; the validity and reliability of these tests is often questionable. There are reviews written of standardized tests, and often these reveal many of the pitfalls to be encountered with specific tests.

Objective: Given two standardized reading tests, read the tests and manuals, and given the Buros Mental Measurement Yearbooks, read critical reviews of the same three standardized reading tests and compare and contrast the tests and reviews in a one page paper.

Learning Alternatives:

1. See packet.
2. Lecture on formal means of assessment.
3. Have a discussion with a research professor concerning testing in reading.
4. Roger Farr, Reading, What Can Be Measured, International Reading Association, 1969.
5. _____

Indicator: One page paper

Evaluation: The paper should show that the student can:

a. cite important information relating to strengths and weaknesses of each test.
b. compare skill areas tested and manner in which they are approached.
c. evaluate tests for possible future use in one's school.

Packet Contents:

1. Several standardized reading tests.
2. Hayward, Priscilla, "Evaluating Diagnostic Reading Tests", The Reading Teacher, Vol. 21, No. 6, March, 1968
3. Get standardized reading tests and Mental Measurements Yearbooks from library.

Module: I, 9P, 1 Modular Credit _____

Title: Self-Created vs. Standardized Tests

Rationale: "Standardized tests too often merely give us a score, no other useful information. Teacher-made tests can test skill development as well or better sometimes than their expensive counterparts". If this statement is true, the following module should bear this out.

Objective: Given a number of reading skills, construct a reading test to measure those skills, administer the test to a child, and in a short paper compare the results with those of a standardized test which has been administered to the same child.

Learning Alternatives:

1. See packet, (same as I, 9C, 2)
2. Lecture on formal testing.
3. _____

Indicator:

1. Teacher-created test with skills specified and interpretation.
2. Test results for child from standardized test.
3. Written comparison of results from both tests.

Evaluation: The teacher-created test should show that the student can:

a) identify skills to be tested and create suitable test items,

b) create a test which can be compared to the standardized test chosen.

The comparison should point up the strengths and weaknesses of both types of tests and the value of each as determined by this comparison.

Module: I, 9C, 2 Modular Credit_____

Title: Analyzing Standardized Tests

Rationale: See I, 9C, 1

Objective: Given the Buros Mental Measurement Yearbooks in the library, write a one page analysis for three standardized tests under three different categories, (oral, diagnostic, achievement, speed, silent, readiness, study skills).

Learning Alternatives:

1. Lecture on formal means of assessment.
2. See packet, (same as I, 9C, 1).
3. _____

Indicator: Three one page analyses.

Evaluation: The analyses should show that the student can:

a. cite strengths and weaknesses of each test in terms of areas tested, validity, reliability and norming.

b. contrast the various tests in the various categories.

Packet Contents:

1. Informal Inventories and Standardized Tests.
2. Meir, Deborah, Reading Failure and the Tests, an occasional paper of the Workshop Center for Open Education, New York, February, 1973.

Module: I, 9E, 1 Modular Credit _____

Title: Taped Testing Demonstrations

Rationale: Here's a chance to see tests being given.

Objective: Given a taped demonstration of a number of formal reading tests, observe demonstrations of four tests.

Learning Alternatives:

1. tapes
2. _____

Indicator: (none)

Evaluation: (none)

Module: I, 9E 2 Modular Credit_____

Title: Davis Reading Test

Rationale: A unique opportunity to take a reading comprehension test for and by yourself (no tester, no #2 pencils, no sterile atmosphere), grade the test, and interpret the results. (it's fun!)

Objective: Given the Davis Reading Test, (a reading comprehension test at the secondary and college levels) and the Manual, administer the test to yourself, and to a high school student, interpret them, and pass in the answer sheets.

Learning Alternatives:

1. See packet
2. _____

Indicator: Completed answer sheet with scores filled in.

Evaluation: none

Packet Contents:

1. Davis, Frederick B. and Davis, Charlotte Croon, Davis Reading Test, The Psychological Corporation, 304 East 45th St., New York, N.T., 1957. (multiple copies of test and manual)
2. Davis Reading Test Answer Sheets, The Psychological Corporation, New York, N.Y.

Competency 10: Reading Specialists are aware of the limitations of I.Q. testing and their general use in school testing programs.

Module: I. 10C, 1 Modular Credit_____

Title: I.Q. Testing - Easy Does It...

Rationale: I.Q. testing has many limitations, not the least of which is cultural bias. Reading specialists should experience this phenomenon before accepting as "sacred" the results they are handed on children in their classes.

Objective: Given that intelligence test results are used and abused by schools, read Chapter 4 in Leona E. Tyler's Tests and Measurements and take the accompanying test. Write a one page comment on what you learned from the test.

Learning Alternatives:

1. See packet.
2. _____

Indicator:

1. Completed answer sheet for Tyler's Test.
2. Subjective evaluation of what you learned in taking this test

Evaluation: none, except as stated.

Packet Contents:

1. Tyler, Leona, F., "Intelligence Tests", Tests and Measurements, Foundations of Modern Psychology Series, 1971.
2. Dove, Adrian, "The Dove Counterbalance Intelligence Test", c 1968, by Dove/Jet in Dwigon,Arthur and Dempsey, Richard, School, Pass At Your Own Risk Prentice-Hall, 1974, pp. 146-149.

Module: I, 10 P, 1 Modular Credit ____

Title: I.Q. Results—Who Do They Test?

Rationale: If I.Q. is a finite and exact number, then all tests should reveal the same results...(nuff said?)

Objective: Administer two group intelligence tests to one child and compare the results.

Learning Alternatives:

1. tests....available from instructor.
2. _____

Indicator: One paragraph comparison of scores.

Evaluation: (none)

Module I, 10E, 1 Modular Credit_____

Title: The Literature of I.Q. Testing

Rationale: Much has been written about the limitations of I.Q. testing, but little has actually reached the schools. If you are to carry this message to your job, you should have the facts at your disposal.

Objective: Read any suitable book on intelligence testing or test application, and outline ten enlightening facts or information that might prove useful in teaching.

Learning Alternatives:

1. Yarington, David J., The Great American Reading Machine, Agathon Press, New York, 1976, Chapter on testing.
2. Keddie, Nell, The Myth of Cultural Deprivation, Penguin, 1973.
3. Sharp, Evelyn, The I.Q. Cult, Coward-McCann and Geoghegan, N.Y., 1972.
4. Senna, Carl, editor, The Fallacy of I.Q., Okpaku Publishing Co., N.Y., 1973.
5. _____

Indicator: Outline of ten enlightening facts or information.

Evaluation: none

Module: I, 10 E, 2 Modular Credit _____

Title: The Views of Others on I.Q.

Rationale: See I, 10 E, 1

Objective: Talk with a guidance counselor or other suitable "Professional" using the general objective above as a starting point. Write a one-page paper on your observations from the conversation.

Learning Alternatives:

1. _____

Indicator: One-page paper.

Evaluation: The paper should point clearly to the major points discussed and explain the "professional's" views on and actual use of I.Q. results.

Module I, 10E, 3 Modular Credit_____

Title: The WISC and the DOVE

Rationale: Students have a chance to observe an intelligence test being given, see the reactions of a child, and draw individual conclusions about the I.Q. testing process.

Objective: Given a taped demonstration of the WISC, and given the 'Dove Counterbalance Intelligence Test", attend the scheduled demonstration.

Learning Alternatives:

1. Taped demonstration to be scheduled.
2. Dove, Adrian, "The Dove Counterbalance Intelligence Test", c 1968, Dove/Jet, in Daigon, Arthur and Dempsey, Richard, School, Pass At Your Own Risk, Prentice-Hall, 1974, pp. 146-149.
3. _____

Indicator: attendence

Evaluation: none

Competency 11: Reading Specialists are able to create and use on-going evaluative tools in the classroom.

Module: I, 11 C, 1 Modular Credit ___

Title: Make Up Your Own.

Rationale: Education is currently involved in a major thrust toward "teaching by objective". The objectives we have in mind for our work should be stated and measureable. Everyone will encounter this movement, and reading specialists should be familiar with the ideas and skills they will need.

Objective: Read Mager's book, Preparing Instructional Objectives (on reserve) or materials in packet. Prepare seven instructional objectives which could be used for children learning Language Arts, using aforementioned criteria as a guide. Also, write two objectives which would be used in a program such as this course for training teachers to teach Language Arts and Reading. Choose the better of the two, and

a) Negotiate this performance with your advisor as to suitability, scope, and difficulty.

b) Type up this performance including the following information: (see smaple sheet in packet also.)

Learning Alternatives:

1. See packet (same as I, 11C, 3).
2. Lecture on creating performance modules.
3. _____

Indicator:

1. seven instructional objectives in Magerian Form
2. completed module sheet with at least 2 learning alternatives

Evaluation: N.B. Because of the scope of this module, the evaluation criteria should be negotiated individually with your instructor. The whole package you have provided will be used in future courses of this type or as a component in a resource bank for Language Arts and Reading.

Module:

Modular Credit _____

Title:

Rationale:

Objective:

SAMPLE SHEET

Learning Alternatives:

may include:

(1) lecture (that you may give)
(2) audio tape
(3) videotape
(4) library packet
(5) annotated bibliography
(6) discussion group
(7) others as negotiated

Indicator:

Evaluation:

Module: I, 11 C, 2 Modular Credit ____

Title: What Can Be Measured?

Rationale: This book provides a real overview of current ideas on evaluating reading performance. (Well worth your time).

Objective: Read Roger Farr's Reading, What Can Be Measured , IRA, 1969. Write a short critique of the book discussing its relevance in any way you deem suitable.

Learning Alternatives:

1. ____

Indicator: one-page critique

Evaluation: (none)

Module: I, 11C, 3 Modular Credit_____

Title: Narrowing Goals to Objectives

Rationale: In any evaluation, general goals must be narrowed to specific objectives for which evaluation criteria can be created. This task is not always easy and demands practice by future reading specialists.

Objective: Narrow any five of the following ten general goals to a specific objective which has the possibility of being measured. (What specifically do you mean by goal?) Then describe one method of evaluating that objective's attainment, i.e., how can you measure whether the objective has been met.

1. The teacher should command the respect of the students.
2. The teacher should be fair to all the students and not favor a few.
3. The teacher should keep all the students involved with the lesson.
4. The teacher should get into the lesson quickly.
5. The teacher should respond to the student's needs.
6. The teacher's reward should be effective in motivating the students.
7. The teacher should use content that is relevant to the class.
8. The teacher should keep the students interested during the lesson.
9. The teacher should be flexible in her approach to teaching.
10. The teacher should make evaluation an integral part of the lesson.

Learning Alternatives:

1. Lecture on evaluation.
2. Mager, Robert, Preparing Instructional Objectives, Fearon Publishers, 1962.
3. Discussion with an intern supervisor.
4. See packet.
5. _____

Indicator: Goals with specific objectives and measurement criteria (5).

Evaluation: The objectives should be in behavioral terms and have specific measureable criteria for evaluating success or failure. Subjective evaluation is not acceptable in this module.

Packet Contents:

1. Plown, Paul, Behavioral Objectives, SRA, 1971.
2. Ebel, Robert L., "Behavioral Objectives: A Close Look", Phi Delta Kappan November, 1970, pp. 1-4.

Packet Contents cont'd

3. Artley, A. Sterl, "Evaluation of Reading", The Instructor, March, 1965.

4. Lee, R.V. and Allen, Learning to Read Through Experience, Appleton-Century-Crofts, N.Y., 1963.

5. Kapfer, Miriam, Behavioral Objectives in Curriculum Development, Educational Technology Publications, Englewood Cliffs, N.J., 1971.

Module: I, 11C, 4 Modular Credit _____

Title: Evaluating a Reading Program

Rationale: Too often we are evaluated by the whims and feelings of our superiors. Here is where behavioral evaluation can be worthwhile. This module provides an opportunity for students to specify criteria against which they will measure a particular program.

Objective: Draw up a list of criteria by which you would measure the effectiveness of a reading program, and use these criteria to evaluate the program in a) the school you have practice taught in, b) the one you are going to, c) a remedial program you have observed or worked in, d) this course, or e) any other reading program you deem suitable.

Learning Alternatives:

1. Lecture on evaluation.
2. _____

Indicator:

1. Stated criteria in behavioral terms,
2. Completed evaluation against these criteria.

Evaluation: The criteria should be:

a) measureable in specific behavioral terms,

b) in line with general goals which characterize a "good" program.

The evaluation should show that the student can:

a) actually use the criteria created,

b) generate paths for the program so that it might meet the objectives stipulated at some future date.

Competency 12: Reading Specialists are able to individualize their spelling programs, aiming especially toward self-correction and self diagnosis.

Module: I, 12C, 1 Modular Credit ____

Title: Individualized S-P-E-L-L-I-N-G

Rationale: Spelling has traditionally been the Wednesday pre-test, the Friday Final Test, and the Monday list of "new words". We are aiming toward individualizing spelling in such a way that children are learning words they are using at a rate that makes sense for them.

Objective: "Because spelling is an integrative strand of the language arts, it is desirable to be familiar with various approaches. The individualized spelling approach aims at self-correction and self-diagnosis."

Given the statement above, write a one-page paper discussing individualized spelling as a plausible alternative to traditional lock-step methods.

Learning Alternatives:

1. See packet.
2. _____

Indicator: one-page paper

Evaluation: The paper should show that the student can:

a) describe individualized spelling and its theoretical backing,

b) cite strengths of this approach

c) ____

Packet Contents:

1. Strickland, Ruth G., "Spelling-As Communication", The Language Arts in the Elementary School, 3rd ed., Lexington, D.C. Heath and Co., 1969, p. 414
2. Anderson, Paul S., "As Related to Other Subjects", Language Skills in Elementary Education, New York; Macmillan Co., 1965, pp. 152-153

Packet Contents cont'd.

3. Greene, Harry A.,"Spelling Readiness", Developing Language Skills in the Elementary Schools, 3rd edition, Boston, Allyn and Bacon, 1967. pp. 338-339.

4. Anderson, Paul S., "Techniques for Developing a Desire to Spell Correctly", Resource Materials for Teachers of Spelling, Minnesota: Burgess Publishing Co., 1959, pp. 26-27.

5. Strickland, Ruth G., "Utilizing Symbol - Sound Correspondences", The Language Arts in the Elementary School, 3rd edition, Lexington: D.C. Heath and Co., 1969, pp. 408-409.

6. Anderson, Verna Dieckman, "How To Correct Spelling Errors",Readings in the Language Arts, 2nd edition, New York: Macmillan Co., 1964, pp. 216-219.

7. Woods, Margaret S., "Utilization-Success in Spelling", Resources for Teaching and Learning, April, 1965, pp. 4-17.

8. Owen, Ralph D., "Those Speling Deemuns", in Anderson, Verna Dieckman, Readings in the Language Arts, 2nd edition, New York: Macmillan Col., 1968, pp. 185-191.

9. Fitzgerald, James A., "Spelling...Diagnosis and Remediation", in Anderson, Verna Dieckman, Readings in the Language Arts, 2nd edition, New York: MacMillan Co., 1968, pp. 191-198.

10. Patton, David, "How To Correct Spelling Errors", in Anderson, Verna Dieckman, Readings in the Language Arts, 2nd edition, New York: Macmillan Co., 1968, pp. 198-201.

11. Horn, Ernest, "Phonetics and Spelling", in Anderson, Verna Dieckman, Readings in the Language Arts, 2nd edition, New York: Macmillan Co., 1968. pp. 201-212.

12. Kennedy, Larry, D., "Teaching Vocabulary and Spelling", in Teaching the Elementary Language Arts, New York: Harper and Row, 1975, pp. 122-142.

13. Anderson, Paul S., "Spelling", in Language Skills in Elementary Education, 2nd edition, New York: Macmillan, 1972, pp. 361-412.

Packet Contents cont'd

14. Boyd, Gertrude A., "Spelling" in Teaching Communication Skills in the Elementary School, New York: VanNostrand Reinhold, 1970, pp. 57-72.

15. Chambers, Dewey Woods, and Heath Ward Lowry, The Language Arts: A Pragmatic Approach, Dubuque, Iowa: Wm. C. Brown Co., 1975, pp. 305-322.

Module: I, 12C, 2 Modular Credit _____

Title: A Weak of Speling

Rationale: See I, 12C, I

Objective: Given the following spelling goals:

1. To help each child learn to spell correctly the words he has occasion to use in his writing,
2. To create an interest in correct spelling; that is, to promote a feeling of pride in the ability to spell correctly the words used in individual writing.
3. To help each child to form correct study habits so that he can attack spelling problems independently.

Outline one week's appropriate activities in spelling for a class, or for a group in this class. When applicable, include the words to be learned.

Learning Alternatives:

1. Observe an elementary classroom at any level.
2. See packet (same as I, 12C, 1)
3. _____

Indicator: Outline of week's activities.

Evaluation: The outline should show that the student can:

a) generate spelling curriculum on an individual basis,

b) generate varied activities for spelling work,

c) integrate spelling into the classroom program.

Module: I, 12C, 3 Modular Credit _____

Title: Lock Step vs. Individualized

Rationale: Before you decide how you will teach spelling, perhaps a chance to talk with teachers who use both methods is desireable.

Objective: Given an elementary teacher who individualizes spelling and given a teacher at the same grade level who uses publishers' spelling materials, have a discussion with both teachers on the advantages and disadvantages of the approaches, and write a one-page paper comparing and contrasting the two approaches.

Learning Alternatives:

1. Readings on Spelling
2. See packet (same as I, 12C, 1)
3. _____

Indicator: one-page paper

Evaluation: The paper should bring out:

a) major points discussed by each teacher,

b) student feelings after discussions around the issue of lock-step vs. individualized spelling.

Module: I, 12P, 1 Modular Credit _____

Title: Teaching Spelling

Rationale: (none)

Objective: Given an elementary classroom, plan and teach three days' activities in spelling appropriate to the needs of the learners.

Learning Alternatives:

1. Module I, 12C, 1
2. Module I, 12C, 2
3. _____

Indicator: Submit a statement by the teacher of the satisfactory completion of this expressive objective as well as an outline of lessons presented.

Evaluation: only as stated.

Competency 13: Reading Specialists are aware of handwriting methodology and able to use and teach handwriting skills.

Module: I, 13C, 1 Modular Credit_____

Title: A Theory of Teaching Handwriting

Rationale: "Writing is more transcription of speech into print." (Moffett, 1968, p. 67) The aim of teaching handwriting is to help learners link meaningful series of images and ideas into graphic symbols.

Objective: Given the statement above, develop a one page paper which supports this rationale.

Learning Alternatives:

1. Readings (articles and bibliography, packet material).
2. Visit the curriculum materials center and examine the publishers' texts and materials on handwriting.
3. Visit an elementary school classroom and discuss the teacher's rationale and techniques for teaching handwriting.
4. _____

Indicator: One page paper

Evaluation: The paper should show that the student can support the statement with examples from the reading.

Packet Contents:

1. Anderson, Paul S., "Handwriting", Language Skills in Elementary Education, New York, Macmillan Co., 1965, pp. 93-121.
2. "What Do You Know About Lefties?", Kalamazoo Public Schools, Division of Instruction, Guidance and Pupil Personnel, Kalamazoo, MI. (manuscript samples)
3. Moffett, James, A Student-Centered Language Arts Curriculum Grades K-13, Houghton-Miffiin Co., 1973.
4. Seattle Public Schools, We Teach Handwriting, 815 Fourth Avenue North, Seattle, Washington, 1963.
5. Expressional Growth Through Handwriting, a packet of materials, Zaver-Bloser Co., 612 Park Street, Columbus, Ohio, 43215

Module: I, 13C, 2 Modular Credit_____

Title: Teaching "Lefty Gomez" to Write

Rationale: We tend to treat left-handed writers as right-handed writers with a problem. There are methods of teaching left-handed children to write easily and in their own manner.

Objective: Given that left-handed children have a tendency to adopt an upside down writing style, write a one page paper including why this happens and means for correcting it or preventing it.

Learning Alternatives:

1. Discuss with a teacher the problems that left-handed children have.
2. Read about left handed children and writing in Readings in the Language Arts and other language arts texts.
3. See packet
4. _____

Indicator: One page paper

Evaluation: The paper should show that the student can describe how to teach a left handed child in terms of paper slant, hand position, etc.

Packet Contents:

1. Dallmann, Martha, "Teaching the Left-Handed Child" in Teaching the Language Arts in the Elementary School, 2nd edition, Wm. C. Brown Co., 1971, pp. 181-183.
2. Anderson, Paul S., "What Provisions Should Be Made For the Left-Handed Child?" in Language Skills in Elementary Education, 2nd edition, Macmillan, 1972, pp. 203-206.
3. Drummond, Harold, "Suggestions for the Lefties", in Anderson, Paul and Verna Anderson, Readings in the Language Arts, 2nd edition, Macmillan, 1968, pp. 172-174.

Module: I, 13C, 3 Modular Credit _____

Title: Readiness for Writing

Rationale: Writing readiness involves many of the same factors as reading readiness, but most important is the concept that there is a stage of readiness for writing which can be nurtured and developed.

Objective: In a one or two page paper, describe how you would determine whether a child is ready for beginning writing, giving specific evaluation criteria.

Learning Alternatives:

1. See packet, (same as I, 13C, 1)
2. _____
3. Visit an elementary school and discuss the problem with an experienced first or second grade teacher.

Indicator: One-page paper.

Evaluation: The paper should include:

1. physical factors and intellectual factors, and
2. should be stated in observable behavioral terms.

Module: I. 13E, 1 Modular Credit_____

Title: Testing Your Own Ability

Rationale: If you can't write it good; they can't read it good...

Objective: Demonstrate your ability to form manuscript and cursive letters in a standard form by writing the letters of the alphabet on a sheet of paper and on a chalkboard, and submit a paper and evaluation.

Learning Alternatives:

1. See packet
2. Select a model from any published materials in the library.
3. Visit an elementary classroom and obtain a model of handwriting from the cooperating teacher.
4. _____

Indicator:

1. writing sample
2. evaluation of writing.

Evaluation: The evaluation should be in terms of:

a. size b. slant c. spacing d. general legibility

Packet Contents:

1. Handwriting Packet, Zaner-Bloser Company, Columbus, Ohio, 1971.
2. Basic Groups of Letters - Manuscript Writing, Zaner-Bloser Co., Columbus, Ohio, c. 1969.
3. Basic Letter Joinings - Study and Practice Guide - Cursive Handwriting, Ibid.
4. How To Make These Small Letters and Numbers - Ibid.
5. Color-Sequence Perception Strips (the letter S), Ibid.

Module: I, 13E, 2 Modular Credit _____

Title: Teaching The Skills Of Handwriting

Rationale:

Objective: Given a chalkboard and chalk, demonstrate a lesson to a group of learners using either manuscript or cursive form.

Learning Alternatives:

1. See packet, (same as I, 13 E, 1).
2. _____

Indicator: Statement by teacher of satisfactory completion.

Evaluation: (none)

Module: I, 13 P, 1 Modular Credit ____

Title: Diagnosing Writing Readiness

Rationale: Here's a chance to use the criteria generated in module I, 13C, 3, to actually diagnose a child's readiness.

Objective: Given the criteria generated in I, 13C, 3, diagnose and evaluate a kindergarten child as to handwriting readiness.

Learning Alternatives:

1. ____

Indicator: One-page diagnosis

Evaluation: The diagnosis should show child performance against stated criteria and give an overall evaluation of where the child is and how he might be taught to develop his readiness.

Competency 14: Reading Specialists have a general knowledge of the reading establishment as it operates in the United States.

Module: I, 14C, 1 Modular Credit _____

Title: The Organizations of the Reading Establishment.

Rationale: The following modules are designed to give you a working knowledge of the reading establishment; its organizations, its publications, its membership and how you are and can be a part of that. The "Great American Reading Machine" is the major mechanism of decision-making in matters pertaining to reading and reading instruction.

Objective: Given a state, national, or international reading or language arts professional organization, join one and attend one of its annual meetings and write a brief account of what happened.

Learning Alternatives:

1. See packet.
2. Talk to faculty who are members of reading organizations.
3. _____

Indicator: Brief written account of meeting.

Evaluation: The account should include some personal feelings about what the student observes.

Packet Contents:

1. The College Reading Association- Application for Membership, College Reading Association, Rochester Inst. of Technology, Rochester, N.Y., 14623.
2. The International Reading Association, information on
3. Michigan Reading Association, Application blanks
4. Pamphlets on: The College Reading Association; International Reading Association; Professional Preparation in Reading for Classroom Teachers-Minimum Standards, Professional Standards and Ethics Committee, IRA; Reading Specialists—Roles, Responsibilities, and Qualifications, Professional Standards and Ethics Committee, IRA
5. Local reading organizations.

Module: I, 14C, 2 Modular Credit _____

Title: Certification Requirements

Rationale: See I, 14C, 1

Objective: Given state certification requirements for reading specialists in two states where you may teach, obtain the requirements by writing to the state, and plan a course curriculum (in writing) for this institution to meet those standards.

Learning Alternatives:

Indicator: Written plan of study...

Evaluation: Plan of study should include especially any discrepancies between your institution's program and the requirements for the states you may teach in.

Module: I, 14E, 3 Modular Credit ____

Title: Writing for the Establishment

Rationale: see I, 14E, 1

Objective: Given several journals in the reading fields, write an article and have it accepted for publication.

Learning Alternatives:

1. See packet. (same as I, 14C, 1)
2. _____

Indicator: Accepted article.

Evaluation: (none)

Module: I, 14C, 4 Modular Credit _____

Title: Reading the Writings of the Establishment

Rationale: see I, 14C, 1

Objective: Given several journals in reading, read two articles in each of four journals and write a short (one paragraph) critique on each.

Learning Alternatives:

1. Journals in library
2. _____

Indicator: One paragraph critique of each article.

Evaluation: (none)

Module: I, 14C, 5 Modular Credit _____

Title: The People of the Establishment

Rationale: See I, 14C, 1

Objective: Given several organizations in the reading field, interview at least one different member of each of three organizations concerning the goals of that particular organization and its worth. Write a brief report on these interviews.

Learning Alternatives:

1. _____

Indicator: Brief written report on each interview.

Evaluation: The reports should point up differences in organizations in terms of focus, operation and activities.

Competency 15: Reading Specialists are aware of current books in the education field.

Module: I. 15C, 1 Modular Credit_____

Title: Readings in the Field

Rationale: Because there are so many current books dealing with Education, its innovations, pitfalls, and traditions, it is a good idea to read and be familiar with some of the more influential books and authors.

Objective: Read any of the following books (you have not read before) and write a short paper on it describing your feelings toward it and how you see it as relevant to your teaching now and later on. (You may read up to three books).

Learning Alternatives:

1. Daigon, Arthur and Dempsey, Richard A., School: Pass At Your Own Risk, Prentice-Hall, 1974.
2. Dennison, George, The Lives of Children, Random House, 1969.
3. Flesch,Rudolf, Why Johnny Can't Read, Harper and Row, 1955.
4. Freire, Paulo, Pedagogy of the Oppressed, Herder and Herder, 1970.
5. Foster, Herbert L., Ribbin', Jivin', and Playin' the Dozens, Ballinger, 1974.
6. Greer, Mary and Rubinstein, Bonnie, Will the Real Teacher Please Stand Up? Goodyear, 1972.
7. Herndon, James, How To Survive in Your Native Land, Simon and Schuster, 1971.
8. Herndon, James, The Way It Spozed To Be, Bantam, 1965.
9. Illich, Ivan, Deschooling Society, Harper and Row, 1971.
10. Kohl, Herbert R., The Open Classroom, Random, 1970.
11. Kozol, Jonathan, Free Schools, Houghton-Mifflin, 1972.
12. Kozol, Johathan, Death At An Early Age, Houghton-Mifflin, 1967.
13. Leonard, George B., Education and Ecstacy, Delacorte Press, 1968.
14. Lurie, Ellen, How To Change The Schools, Vintage, 1970.
15. Lyon, Harold C. Jr., Learning To Feel--Feeling To Learn, Merrill, 1971.
16. Postman, Neil, and Weingartner, Charles, Teaching As a Subversive Activity, Delacorte, 1969.

Learning Alternatives cont'd

17. Postman, Neil, and Weingartner, Charles, The School Book, Delacorte Press, 1973.
18. Postman, Neil and Weingartner, Charles, The Soft Revolution, Dell, 1971.
19. Rogers, Carl R., Freedom to Learn, Charles Merrill, 1969.
20. Ryan, William, Blaming the Victim, Vintage Books, 1971.
21. Silberman, Charles E., Crisis in the Classroom, Random House, 1970.
22. Sobel, Harold W. and Salz, Arthur E., The Radical Papers, Harper and Row, 1972.
23. Sterling, Philip, editor, The Real Teachers, Vintage Books, Random House, 1972.

Indicator: Short paper on each book.

Evaluation: Paper should focus on relevance to the student and not on arguments presented.

Packet Contents:

1. Yarington, David J., "Doctoral Student (and others) bibliography on Reading", 1971.

Competency 16: Reading Specialists are able to use the procedures of the "Pupil Specialty".

Module: I, 16C, 1 Modular Credit _____

Title: Pupil Specialty

Rationale: A Pupil Specialty is an activity in which a child uses the tools of research available to him to find out as much as possible about a topic, area, or project. It helps him to develop proficiency in research, organization, and presentation skills.

Objective: Given the statement above, the student will develop a paper in which s(he) discusses the rationale, procedures, and uses of the pupil specialty.

Learning Alternatives:

1. See packet.
2. _____

Indicator: One-to-two page paper.

Evaluation: The paper should show that the student can:

a) differentiate the pupil specialty from other "project" focused curricula

b) describe briefly the uses, rationale, and procedures of the pupil specialty

Packet Contents:

1. The Curriculum-Related Pupil Specialty—A Teacher's Guide
2. The Curriculum-Related Pupil Specialty—The Pupil Specialty
3. Pupil Speciality Guide Book
4. Suggestions for Teaching with Pupil Specialties.

note: all pupil speciality materials are available from Walter J. McHugh, Professor of Education, California State College at Hayward, Hayward, California.

Module: I, 16C, 2 Modular Credit ____

Title: Research in the Classroom

Rationale: "The task of collating information from encyclopedias, newspapers, magazines, and other sources openly invites plagiarism. Quoting and citing references looks scholarly, but most children just hastily paraphrase, and in any case they are hardly writing in any real sense...children should not be allowed to think that such inauthentic discourse is writing. At the very best, they are lightly summarizing and editing other writers' passages, a subsidiary researcher's skill that does not belong in elementary school. The assignment...has no purpose to the child and no audience but the teacher." (Moffet, 1968, p. 254)

Objective: Given the statement above, and the rationale in I, 16C, 1, the student will develop a paper contrasting the two points of view.

Learning Alternatives:

1. ____

Indicator: One-page to two-page paper.

Evaluation: The paper should show that the student can:

a) bring out similar and dissimilar ideas in the two statements,

b) draw an individual conclusion about the whole area of "research" in the classroom.

Module: I, 16E, 1 Modular Credit ____

Title: Pupil Specialty With Pupils

Rationale:

Objective: Given the statement about research-presentation skill development, plan and use the Pupil Specialty materials with a group of elementary learners.

Learning Alternatives:

1. Module I, 16C, 1
2. _____

Indicator: Submit a statement by the cooperating teacher and the participating pupils of the satisfactory completion of this module.

Evaluation:

Competency 17, Reading Specialists are aware of the theories and practices dealing with speed reading and study skills.

Module: I, 17C, 1 Modular Credit _____

Title: Speed Reading/Study Skills

Rationale: Study skills have a lot to do with success in college, high school or elementary school. Many of us have merely gained these slowly. For others, a concentrated "How To" Book is in order.

Objective: Given a paperback book on Speed Reading, and/or Study Skills, read the book and demonstrate one-hour lesson with no less than three peers on one of the topics in the book.

Learning Alternatives:

1. Recommended book: Pauk, Walter, How To Study In College, 2nd edition, Houghton-Mifflin Co., 1974.
2. _____

Indicator: One page paper

Evaluation: The paper should contain:

a) the skill presented and method used in presentation,

b) a description of the reactions of peers,

c) a description of the student's own learnings.

Module: I, 17E, 1 Modular Credit _____

Title: Speed Reading—Man and Machines

Rationale: Machines can initially be motivational devices in dealing with speed reading situations. Students should be aware of some of the current "hardware" in the reading field.

Objective: Given a presentation of mechanical devices used for speed and developmental reading, view the presentation.

Learning Alternatives:

1. Session to be announced.
2. _____

Indicator: Attendance

Evaluation: (none)

Module: I, 17E, 2 Modular Credit_____

Title: Versatility in Reading

Rationale: Here is a chance to diagnose your adaptability and versatility in dealing with types of reading situations.

Objective: Given the McDonald-Zimney Versatility Test and five other people doing the same module, complete the test, score the test, and have a group discussion-interpretation session.

Learning Alternatives:

1. See packet
2. _____

Indicator:

Evaluation:

Packet Contents:

1. McDonald, Arthur S., George Zimney and James Byrne, Reading Versatility Test, Educational Developmental Laboratories, Inc. A Division of McGraw-Hill, N.Y., 1968.

Competency 18: Reading Specialists are aware of the reading journals in the field and able to read and utilize material in these journals.

Module: I, 18C, 1 Modular Credit _____

Title: Look That Up in Your Funk & Wagnals!

Rationale: Reading the articles in research journals should be a part of your repetoire as a reading specialist. They are basically written in the same general format, and you should be able to recognize the component parts and understand them.

Objective: Given a research article in a journal, report the main parts of the study (i.e., purpose, sample, procedures, results, conclusions, your evaluation).

Learning Alternatives:

1. Have a conversation with an educational researcher.
2. List of journals in packet, (same as I, 14C, 1).

Indicator: Two page report.

Evaluation: The report should include a description of all parts of the article described in the objective above.

Competency 19: Reading Specialists are able to employ informal and formal dramatics as an effective curricular vehicle.

Module: I, 19C, 1 Modular Credit ____

Title: Designing Dramatic Activities

Rationale: Creative Dramatics is not only an effective way to promote creativity and learning, it is fun. Drama brings curriculum into new dimension, the dimension of doing, creating and responding. There are many activities already used and written down, but the greatest feeling a teacher can have is being able to allow activities to spontaneously or purposefully arise from the actions of the children or the content of the curriculum. The following modules are designed to give you the theory, content, and experience necessary to begin work in creative drama.

Objective: Design three dramatic activities, in light of the above statement.

Learning Alternatives:

1. Lecture Workshop on drama.
2. Reading in I, 19C, 2
3. See packet.
4. _____

Indicator: Description of three dramatic activities.

Evaluation: The activities should:

a) be varied in nature (not all role playing, etc.)

b) be varied in medium (not all science, etc.)

c) contain a reason for the activity, the activity itself, and how it will be followed up.

Packet Contents:

1. Tuch, Claire, "Make-believe with Purpose", The Instructor, May, 1967.
2. Reynolds, William J., How To Read A Play: An Introduction To Drama, N.Y., Bantam Books: Learning Units Division, 1963.

3. National Council of Teachers of English, Guide to Play Selection, 2nd edition, New York, 1958.

4. Chambers, Dewey, W., Storytelling and Creative Drama, Dubuque, Iowa, 1970.

5. Crosscup, Richard, Children and Dramatics, New York, Scribner, 1966.

6. McCoslin, Nellie, Creative Dramatics in the Classroom, N.Y., McKayCo, 1968.

7. Siks, Geraldine, Creative Dramatics: An Art For Children, N.Y. Harper, 1968.

8. Weiss, Morton, Guidance Through Drama, N.Y., Whiteside & W. Morrow, 1954.

9. Watson, Katherine, 1889, Radio Plays for Children, N.Y., Wilson, 1954.

Module: I, 19C, 2 Modular Credit_____

Title: The Literature of Creative Drama

Rationale: See I, 19C, 1

Objective: Read either Viola Spolin's Improvision for the Theatre, Brian Way's Development Through Drama, or Nellie McCaslin's Creative Dramatics in the Classroom.

Learning Alternatives:

1. _____

Indicator: Short critique focusing on personal learnings.

Evaluation:

Packet Contents:

1. Spolin, Viola, Improvision for the Theatre: A Handbook of Teaching and Directing Techniques, Northwestern University Press, 1963.
2. Way, Brian, Development Through Drama, Humanities, 1967.
3. McCaslin, Nellie, Creative Dramatics in the Classroom, McKay, 1974.

Module: I, 19E, 1 Modular Credit _____

Title: Experience Creative Drama

Rationale: See I, 19C, 1

Objective: Participate in a one-hour Creative Dramatics session and write a short critique of the session to be turned in to the leader, expressing your feelings about it and how you see creative dramatics useful in the classroom.

Learning Alternatives:

1. Lecture/workshop on creative dramatics.
2. _____

Indicator: Attendence and participation.

Evaluation:

Module: I, 19E, 2 Modular Credit _____

Title: Bring an Activity to the Group

Rationale: See I, 19C, 1

Objective: Participate in a small group creative dramatics session where each person will have the responsibility of presenting one activity for the group to participate in.

Learning Alternatives:

1. Schedule a group with your peers.
2. _____

Indicator: Participation and personal addition of at least one activity.

Evaluation:

Module: I, 19P, 1 Modular Credit _____

Title: Creating Drama With Children

Rationale: See I, 19C, 1

Objective: Teach two of the creative dramatic activities from Module I, 19C, 1 to a group of learners.

Learning Alternatives:

1. See packet, (same as module I, 19C, 1).
2. _____

Indicator:

a) evaluations by learners of session,

b) personal evaluation of session.

Evaluation: The personal evaluation should describe activities used and the success of each, as well as an overall description of the session.

Competency 20: Reading Specialists are able to teach punctuation in a meaningful and interesting manner.

Module: I, 20C, 1 Module Credit _____

Title: A Theory of Punctuation!

Rationale: "Punctuation is not part of grammar. It may reflect grammar (syntax), but only because intonation does. Above all, good punctuation is a set of signals showing the reader how to read the flow of words as the speaker would say them...what we should do is punctuate with pencil as we do with voice." (Moffett, 1968, p. 95)

Objective: Given the rationale for punctuation above, write a one-page paper which supports or disagrees with that statement.

Learning Alternatives:

1. See packet.
2. Visit an elementary classroom and have a discussion with a teacher or group of teachers on punctuation.
3. _____

Indicator: One-page paper

Evaluation: The paper should agree or disagree with the given statement, and the student should express his/her own theory about punctuation and how to teach it.

Packet Contents:

1. Strickland, Ruth, A New Approach to Grammar: Why?", The Language Arts in the Elementary School, 3rd edition, Lexington: D.C. Heath & Co., 1969. pp.370-1
2. Anderson, Paul S., "Grammar, Usage, and Punctuation", Language Skills in the Elementary Education, New York, Macmillan Co., 1965, pp. 374-6.
3. Postman, Neil, "Creative Inquiry and the Teaching of Grammar", adapted from Elementary English, 37: 90-92, February 1960; ibid., pp. 125-7

Module: I, 20C, 2 Modular Credit ____

Title: Teaching The Rules of the Road?!

Rationale: (none)

Objective: Given the following rules for beginning punctuation, choose a rule and develop a lesson for learners at levels K, 1, 2, or 3 which helps the children use and apply the rules. Turn in the lesson plan.

1. A period for a full stop (indicated by a special suspended intonation.)
2. A question mark for an interrogative intonation.
3. An exclamation mark for emphatic stress.
4. Commas for series (indicated by a special suspended intonation).
5. Commas separating clauses and setting off words, when the sustained intonation is interrupted by a partial drop. (Moffett, 1968, p. 95)

Learning Alternatives:

1. Survey the language arts texts and materials in the library for ideas and methods for teaching basic punctuation rules.
2. Packet, (same as I, 20C, 1)
3. Observe in a primary classroom when punctuation is being taught and discuss planning for punctuation instruction with the teacher.
4. _____

Indicator: Lesson plan

Evaluation:

a) The lesson plan should include at least 2 different activities for teaching the rule.

b) There should be an evaluation contained in the plan.

c) The activities must be geared to grade level chosen.

Module: I, 20P, 1 Modular Credit ____

Title: 3 Days on the Road

Rationale: Follow-up and carry over are two of the most important ingredients in good teaching. Given this opportunity to teach 3 days of punctuation, the student will gain experience in building on the previous day's work and planning for tomorrow.

Objective: Given the rules of punctuation in Module I, 20C, 2, develop and teach a series of at least three consecutive lessons to the same group of primary children.

Learning Alternatives:

1. See packet, (same as I, 20C, 1)
2. ____

Indicator: Submit the lesson plans and a statement by the cooperating teacher as to the satisfactory completion of this objective.

Evaluation:

Competency 21: Reading Specialists are able to enhance creative vocabulary development through various experiences and methods.

Module: I, 21C, 1 Modular Credit ____

Title: The Art of Vocabulary Development

Rationale: Vocabulary is effectively internalized when the learner has experiences which are at once dependent upon the cognitive, affective, and psychomotor domains of learning.

Objective: Given the statement above, write a one-page paper which agrees or disagrees with the statement and describes the rationale, procedures and uses of creative vocabulary development.

Learning Alternatives:

1. Attend a lecture-demonstration of the rationale, procedures, and uses of creative vocabulary development.
2. Read Packet.
3. ____

Indicator: One page paper.

Evaluation: The paper should show that the student can:

a) evaluate and elaborate on the statement given,

b) give at least two procedures for developing vocabulary which are meaningful to children.

c) comment as to traditional means of developing vocabulary in light of his/her personal experiences in school.

Packet Contents:

1. Witty, Paul A., Freeland, Alma A., and Grotberg, Edith H., "Word Recognition and Vocabulary Development", The Teaching of Reading, D.C. Heath and Co., Boston, 1966, pp. 101-124

Module: I, 21C, 2 Modular Credit _____

Title: Planning for Vocabulary Development

Rationale: Because vocabulary develops most easily in a real situation in which there is a need for new words to describe new ideas, etc., reading specialists should be able to create situations in which children confront new and interesting materials and concepts and have the need to know new words.

Objective: Given the goal for creative vocabulary above, the student will prepare a lesson to teach a specified group of words to a group of elementary learners.

Learning Alternatives:

1. See packet, (same as I, 21C, 1).
2. Lecture on Creative Vocabulary Development
3. _____

Indicator: Lesson plan.

Evaluation: The lesson plan should:

a) specify the words to be taught

b) provide a situation in which the words can be explored meaningfully and not artificially.

c) contain some evaluation component to see if the words have in fact been internalized.

Module: I, 21P, 1 Modular Credit _____

Title: Developing Creative Vocabulary

Rationale:

Objective: Given the lesson plan for creative vocabulary development from I, 21C, 2, prepare and teach a specified vocabulary list to a group of elementary learners.

Learning Alternatives:

Indicator: Submit your lesson plans and a statement by the cooperating teacher of the satisfactory completion of this objective.

Evaluation:

Competency 22: Reading Specialists are able to develop poetry writing with children and use various activities to instill its appreciation in the classroom.

Module: I, 22C, 1 Modular Credit _____

Title: Poetry for the People

Rationale: Aesthetic response can only be nurtured, it cannot be taught. Therefore, a wide and continuing exposure to stories and poems and to language that possesses some pretention to taste is an essential part of any language arts program.

Objective: Given an elementary classroom:

1. Select three poems suitable for this class and explain why they are suitable.
2. Describe in detail activities aimed at motivating an interest in the poem, or a presentation suitable to the particular poem. Explain why the activity is suitable to the poem.

Learning Alternatives:

1. Lecture on poetry
2. Any anthology of poetry.
3. See packet.
4. _____

Indicator:

1) 3 poems chosen
2) Described activities for presentation of these poems.

Evaluation: The poems should be suitable for the class with a rationale provided, and the presentations must be suitable to the poems chosen. The poems should not be presented in isolation. There should be a build up and follow through activity with each one.

Packet Contents for 1, 22C, 1

1. "Cinquaine" - an example
2. "Haiku" - an example
3. Burmester, David, "Poems on the Wall", Media and Methods, pp. 22-27, November, 1968.
4. Arnstein, Flora J., "Why Poetry?", Poetry in the Elementary Classroom, New York: Appleton-Century-Crofts, 1962, pp. 1-7; 22-25.
5. Walter, Nina Willis, "The Teaching of Poetry", Let Them Write Poetry, pp. 19-27.
6. Thornley, Gwendella, "Reading Poetry to Children" in Readings in the Language Arts, Anderson, et al, Macmillan, 1968, pp. 353-363.
7. "Diamonte" - an example
8. Arnstein, Flora G., Children Write Poetry, Dover Pub., N.Y., 1967.
9. deRegniers, Beatrice Schank, et al, Poems Children Will Sit Still For, Scholastic Book Services, N.Y., 1973.
10. Witucke, Virginia, Poetry in the Elementary School, Wm C. Brown Company Publishers, Dubuque, 1970.
11. "Writing Poetry in the Elementary School," Moira Dunn, Elementary English, March, 1968.
12. "Carmen Bernos de Gasztold's Prayers from the Ark, An Approach to Writing Poetry," Aaron Berbarr Beard, Elementary English, November, 1968.
13. "Creative Writing: Japanese Haiku," Allaire Stuart in Elementary English, January, 1963.
14. "Dorothy Aldis: Poet Laureate of Young Children," Harry W. Sartain, Elementary English, May, 1967.
15. "Poetry: An Insight into Self," Gerald G. Duffy, Elementary English, November, 1963.

Packet Contents cont'd

16. "A First Grade Haiku Project," Janet Gliskman, Elementary English, February, 1970.
17. "A New Poetry Form: The Diamante," Iris Tiedt, Elementary English, May 1969.
18. "Poetry in the Elementary School," Sylvia Ackerlund.
19. Exploring Poetry Patterns," Iris Tiedt, Elementary English, December, 1970.

Module: I, 22C, 2 Modular Credit ____

Title: The Uses of Poetry

Rationale: Poetry can be used as a curricular vehicle, a means for simple affective empathy, or as a major creative outlet for children. Poetry does not have to be "sing-songy" and rhyme all the time. It is a medium which bends itself to complement the message presented.

Objective: Write a short paper on the use of poetry in the classroom and whether you feel schools at present are using poetry constructively. You may want to include material on reading poetry.

Learning Alternatives:

1. Lecture on poetry.
2. ____

Indicator: One-to-two page paper.

Evaluation: The paper should show that the student:

a) is aware of current practices in teaching poetry,

b) can develop ideas on at least two of the 3 following ideas:

1) reading poetry, 2) motivation for poetry, 3) writing poetry.

Module: I, 22C, 3 Modular Credit____

Title: Easy Structures for Beginning Poets

Rationale: It is often easier at the earlier stages of writing poetry to go from a structure to a more open style. Here are five types of structures which lend themselves with great success to early writing experiences.

Objective: Write an example of four of the following types of poems: Haiku, Diamante, Concrete, Typographical, Cinquaine, Free Verse. Also, include how you might use any two of these in a class, and a short description of suitable motivation for each of those two.

Learning Alternatives:

1. See packet, (same as I, 22C, 1)
2. Lecture on poetry

Indicator:

1) 4 poems
2) Short written descriptions of use of any two forms in a classroom.

Evaluation: The poems must fit the structure stipulated.

The descriptions should show the student can project possible ways to use any two of the structures in his/her classroom, and how s(he) might motivate students to write.

Module: I, 22C, 4 Modular Credit_____

Title: Rock Poetry

Rationale: Poetry is all around us. The aware teacher will use the resources in the child's environment to teach him more about the world s(he) lives in.

Objective: Choose two current rock songs which could be used as an introduction to poetry, or included in poetry instruction, and write a short paper describing:

1. their relevance to a described class
2. their value as poetry in poetry instruction
3. your method of presenting these to a class in order to spur maximum interest, meaningfulness, and productive follow-up

Learning Alternatives:

1. See packet
2. Listen to some Rock'n Roll music with a group and discuss how it can be included in literature instruction.
3. _____

Indicator: Short paper

Evaluation: Only as cited in Objective above.

Packet Contents:

1. Morse, David E., "Avant-Rock in the Classroom", Dept of English, Parish Hill High School, Chaplin, Conn., pp. 196-200.
2. Morgan, Robert E., "More Avant-Rock in the Classroom", Dept. of English, Lake Ridge Academy, North Ridgeville, Ohio.
3. Goldstein, Richard, Poetry of Rock, New York, Bantam, 1969.
4. Hentoff, N., "What Pop Music Means to Kids", Parents Magazine, Vol.44 pp. 46-7, May, 1969.
5. Swift, Jonathan, "Don't Put It Down!, A Teacher's Session with Hair", English Journal, Vol. 60: 226-228, May, 1971.

Packet Contents cont'd

6. Dezelsky, J. and J.V.Tookey, "Are You Listening To The Lyrics?" Journal of School Health, Vol. 40:40-42, January, 1970.
7. Fager, C.E., "Brutal and Beautiful: The Who's Opera Tommy", Christian Century, Vol. 86:1294-5.
8. Goldstein, Richard, Goldstein's Greatest Hits, a book mostly about rock 'n roll, Toronto, New York, Bantam Books, 1969.
9. McLaughlin, Torence, Music and Communication, London, Basic Books, Inc., 1970.
10. Meltzer, R., The Aesthetics of Rock, New York, Somethingelse Press Inc., 1970.
11. Today's Education, "Where Does Rock Music Belong In the Schools?", Today's Education, Vol. 95:34-36, May, 1970.
12. Aronowitz, A.G., "Wisdom of Their Years", Life, Vol. 66, p. 12, January, 1969.
13. Christgau, R., "Rock Critics", Harper, Vol. 239, p. 24+, September, 1969.
14. Sander, E., "Journalists of Rock", Saturday Review, Vol. 54: 47+, July, 1971.
15. Vorght, J., "Rock Music Bibliography", Wilson Library Bulletin, Vol. 46: 130-7, October, 1971.
16. Demott, B., "Rock As Salvation: With Discography", New York Times Magazine, p. 49, August 25, 1968.
17. Hall, D./Clark, Sue, Rock: A World As Bold As Love, New York, Cowles Book Co., 1970.

Module: I, 22C, 5 Modular Credit_____

Title: Choral Speaking

Rationale: The stated values of choral speaking:

1. to quicken a child's sensitivity to the beautiful in thought, word and tone
2. to improve his speech pattern
3. to give him practice in memorization
4. to be part of a group enterprise in which children think, feel, and work together completely
5. to provide opportunities for leadership
6. to provide an opportunity for rhythmic expression

Objective: Choose one particular grade level (k-6) and find three selections of choral verse that have already been arranged for use and type them on a sheet of paper. Give name, author and source for each one. Find three poems from any source (book of poetry, reader, etc.) and arrange them for choral verse for your poetry and type them up.

Learning Alternatives:

1. Lecture on poetry.
2. Observe class using choral speaking.
3. Boyd, Gertrude, Teaching Communications Skills in the Elementary School, Van Nostrand Reinhold Co., N.Y., 1970, pp. 287-310.
4. Chambers, Dewey, and Heath Lowry, The Language Arts, Wm C. Brown Co., 1975, Chapter 4.
5. _____

Indicator:

1. Three prearranged choral speaking selections
2. Three student arranged choral speaking selections.

Evaluation:

1. Divide the poems into parts that can be justified
2. Provide for various types of pupil speaking formats for involvement of all children.

Competency 23: Reading Specialists are aware of the content in Children's Literature, able to motivate reading of this literature by children, and able to promote proficiency in oral reading.

Module: I. 23C, 1

Title: Children's Literature in the Classroom.

Rationale: The field of children's literature bears heavily on the teaching, motivation and the amount of children's reading. Also, the oral fluency with which children read bears relationship to reading confidence and competence.

Objective: Attend a lecture on children's literature and its use in the classroom, as well as criteria for using and creating a class library. Before coming to the lecture, go to any library and draw up a list of twenty books that you would choose for your class library. You will be asked to evaluate your list during the session.

Learning Alternatives:

1. Lecture on Children's Literature (test on content in Children's Literature).
2. See packet.
3. Children's Literature textbooks.
4. Complete the course in Children's Literature.
5. _____

Indicator:

Completed list with evaluation; attendence at lecture.

Evaluation: none

Packet Contents:

1. Wagner, Joseph A., And Smith, Robert W., "Visual Aids for Storytelling", Chapter 9, Teacher's Guide to Storytelling, Dubuque, Iowa: Wm. C. Brown Publishers, 1958, pp. 112-123.
2. "The Qualities that Make for Excellence in Children's Literature", Libraries and Children's Literature in the School Reading Conference, four and five, (Hempstead, L.I., N.Y.: Hofstra University, 1964, pp. 7-10)

Packet Contents Cont'd

3. Adams, Bess Porter, "Influence of Modern Thought Upon Children's Literature", About Books and Children, New York: Henry Hodt and Co., 1954, pp. 107-114.

Module: I, 23C, 2 Modular Credit ____

Title: Oral Reading and Basal Readers.

Rationale: "Children should read aloud so that they can hear the writer's voice in their heads later when they read silently."

Objective:

1. Discuss in about two typewritten paragraphs the value of oral reading. (You may agree, disagree, or remain neutral concerning the quoted statement.)
2. In about one typewritten paragraph discuss the pros and cons of the "reading circle."
3. Discuss three different and appropriate ways of eliminating the conventional grouping whereby each child must sit and wait for a turn to read while his classmate takes his turn. One of the three arrangements should be suitable for use within the confines of a basal reading series.

Learning Alternatives:

1. Any Language Arts text dealing with oral reading in the classroom.
2. _____

Indicator: One-to-two page paper.

Evaluation: The paper should cover all the areas in the objective above and show evidence of some outside research on the topics.

Module: I, 23E, 1 Modular Credit_____

Title: Oral Reading - Not Just Reading Out Loud

Rationale: Oral reading is a dramatic medium, not merely verbalizing the printed word. The student should practice breaking out of the usual monotone reading so prevalent in teachers today.

Objective: Given the opportunity to visit a children's library:

1. Select a passage from a book that seems interesting for children and which you believe suitable for reading aloud and...
2. Prepare to read the selected passage aloud and...
3. Read the passage to a child while under observation.

Learning Alternatives:

1. Elementary classroom
2. Group of children
3. One child
4. _____

Indicator: Completed statement by observor or audiotape of your reading.

Evaluation: The observer should complete this evaluation in terms of: eye contact, variation of bodily, facial and vocal expression, and fluency in reading.

Learning Alternatives cont'd

3. Petty, Walter and Bowen, Mary. Slithery Snakes and Other Aids to Creative Writing, N.Y., Appleton-Century-Crofts, 1967.
4. _____

Indicator: Written material as indicated.

Evaluation:

1. The definition of creative writing must be compatible with the opening statement and with the proposed stimuli.
2. The writer should clearly understand the difference between controlled composition and creative expression.
3. The writer has planned stimuli which would excite and prompt children to express themselves along at least three different sensory channels.
4. The writer views the teacher as an encouraging, nonjudgemental guide.

Packet Contents:

1. Burrows, Alvina, They All Want To Write, Holt, Rinehart, Winston, 1965.
2. Courts, Ann, Teaching Language Arts Creatively, Deurson and Co., 1965.
3. Holbrook, David, Children's Writing: A Sampler, Cambridge United Press, 1967.
4. Hook, Julius Nicholas, Writing Creatively, Heath, 1967.
5. Langdon, Margaret, Let the Children Write, Lowe and Brydone, Ltd., 1969.
6. Leavitt, Hart Day and Sohn, David A., Stop, Look and Write, Bantam, 1964.
7. Mackintosh, Helen and Hill, Wilhelmina, Now Children Learn to Write, Wash. D.C., Printing Office, 1953.
8. Petty, Walter T., Slithery Snakes and Other Aids to Children's Writing, Appleton-Century-Crofts, 1967.
9. Petty, Walter T., Issues and Problems in the Elementary Language Arts, Allyn and Bacon, Inc., 1968.
10. Platts, Mary E., Sister Rose Margurite and Schumaker, Ester, Spice, Educational Service, Inc., 1960.

Packet Contents cont'd

11. Walter, Nina Willis, Let Them Write Poetry, Holt, Rinehart, Winston, 1962.

12. Chilcote, E., "Flowchart stories: A Systems Approach To Creative Writing", in Grade Teacher, 88:69, September, 1970.

13. Muente, G., "Involving First Graders", in Instructor, 82:32, November, 1970.

14. Hollands, H., "Experiencing What It Means To Be Free", in Clearing House, 43:125, October, 1968.

15. Herman, W.L., "Is This Display Of Creative Writing Wrong?", in Elementary English, 47:35-38, January, 1970.

16. Kohl, H., "Writing Their Way To Self-Acceptance", in Grade Teacher, 87:8, December, 1970.

17. Dunn, M., "Writing Poetry in the Elementary Classroom" in Elementary English, March, 1968.

18. Yates, M., "Why Pigs have Curly Tails or an Experience in Myth Writing," in Elementary English, 45:989-993, November, 1968.

19. Applegate, Mauree, Freeing Children to Write, Harper and Row, 1963.

Competency 24: Reading Specialists are able to teach and motivate creative writing, controlled writing, and functional writing.

Module: I, 24C, 1 Modular Credit _____

Title: Creative Writing

Rationale: In terms of fairly commonly held values regarding the individual and the worth of each one's own unique, personal statement, we all agree that it is each child's right and should be his opportunity to enlarge upon and express in socially communicable form the feelings, fantacies, fears and possibilities that are constantly growing and developing within him. This expression should come out of emotion rather than reflection. These feelings, dreams, perceptions are provided and selected by the various sensory channels of contact that the individual has with the outside world, his environment. In this respect (as in so many others) no two individuals are alike. No two individuals have built their feelings around the same experiences nor have they filtered them through identical sensory channels. Different children respond in different ways to different stimuli at different times. Respect for this is an absolute necessity for effective teachers.

Objective:

1. Develop your own short, working definition of creative writing, including the role of the teacher.
2. Propose a certain age level for children you work with.
3. Plan four stimuli that you would present to a class to facilitate their creative expression.

Learning Alternatives:

1. Lecture on writing.
2. See packet.

Module: I, 24C, 2 Modular Credit _____

Title: Controlled Writing

Rationale: Controlled writing differs from "Strictly" creative writing as defined in Module I, 24C, 1, in that with controlled writing the teacher usually says "Write about this."

Objective: Given a class description and the opportunity to give three activities which will spur on children to write well, create three situations, activities, etc. which will give freedom and be an interesting stimulus for a controlled writing assignment.

Learning Alternatives:

1. Lecture on writing
2. Any appropriate readings in Language Arts books on reserve
3. See packet, (same as I, 24C, 1)

Indicator:

1. Three activities
2. Rationale and explanation for each.

Evaluation: The rationale and explanation should:

a) show that the student can generate activities of three different types.

b) explain how the activities are appropriate to the learners described.

Module: I, 24C, 3 Modular Credit ____

Title: Functional Writing

Rationale: Day-to-day writing in school, etc. need not always be as creative as it should be clear and functional. These writing tools are the survival keys to our work in school and profession.

Objective: Develop three alternative methods of teaching imaginatively any three of the following functional writing areas:

1. friendly letter
2. business letter
3. Outlining
4. note-taking
5. class log or diary

Learning Alternatives:

1. Lecture on writing
2. Any appropriate readings in Language Arts books on reserve.
3. See packet, (same as I, 24C, 1)

Indicator: Three methods of teaching any one of the above writing skill areas.

Evaluation: The methods should:

a) have relevance to real situations in which the writing is used, and

b) differ in format and style from each other.

Competency 25: Reading Specialists are able to employ games in their teaching of reading and language arts.

Module: I, 25C, 1 Modular Credit_____

Title: Games

Rationale: Games can be an interesting, exciting and original way of teaching. By using commercial and non-commercial means a teacher should know how to make use of games in the classroom.

Objective: Given the general objective above, create two games. One for teaching a reading skill and one for teaching a language arts skill.

Learning Alternatives:

1. See packet
2. Observe an elementary school classroom where games are being utilized.
3. _____

Indicator: Submitted games with explanation of skills integrated and uses for the games.

Evaluation: The games submitted should:

a. be appropriate to specific skills

b. be appropriate to a stipulated group of learners.

Packet Contents:

1. Lists of commercial games.
2. Thomas, John I., Learning Centers, Holbrook Press, 1975.
3. Avedon, Elliott M., and Sutton-Smith, Brian, The Study of Games, Wiley, 1971.
4. Gordon, Alice Kaplan, Games for Growth, Science Research Associates, 1970.
5. Herr, Selma, E., Learning Activities for Reading, Wm. C. Brown, 1961.
6. SPICE, Language Arts, Educational Service Inc. PO Box 219, Stevensville, MI, 49127.
7. STAGE, Dramatics, Educational Service Inc., PO Box 219, Stevensville, MI 49127.
8. RESCUE, Remedial Reading, Educational Service, Inc., PO Box, 219, Stevensville, MI, 49127.

Packet Contents cont'd

9. ANCHOR, Vocabulary Discovery, Educational Service Inc., PO Box 219, Stevensville, MI 49127.
10. Fabun, Don, On Motivation, Glencoe Press, 1968.
11. Fabun, Don, You and Creativity, Glencoe Press, 1968.

Module: I, 25C, 2 Modular Credit _____

Title: What's a Teacher To Do?

Rationale:

Objective: In order to provide meaningful independent activities to give children not in reading groups at a specific time some activities to do which are not busy work, make a file of 20 games which can be used in teaching language arts and/or reading which can be played by one or two players.

Learning Alternatives:

1. See Packet, (same as I, 25C, 1)
2. _____

Indicator: 20 games on file

Evaluation: The games need not be made, but should be explained on the cards.

Module: I, 25C, 3 Modular Credit_____

Title: Diagnosis Through Games

Rationale: Games can also be an alternate route to diagnosing a reading difficulty besides standardized procedures.

Objective: Make up a game which would diagnose a reading difficulty and test it out. Submit your game.

Learning Alternatives:

1. Harris, Albert, How To Increase Reading Ability, 5th edition, McKay, 1970.
2. Ekwall, Eldon, Locating and Correcting Reading Difficulties, Merrill, 1970.
3. See packet (same as I, 25C, 1)
4. _____

Indicator:

1. The game created
2. One page paper

Evaluation: The paper should state:

a. what skills are being diagnosed

b. what level the game should be used at

c. the success of the game when tested out with a learner or learners.

Module: I, 25P, 1 Modular Credit ____

Title: Gaming With Children

Rationale:

Objective: Play two games dealing with language arts with a child and submit a one-page paper describing the games and the reaction to it.

Indicator: One-page paper

Evaluation: As stated above.

Packet Materials:

1. Jones, L., "Game, Games, Games and the Reading Class,", Journal of Reading, XV, 41-6
2. Savage, J.F., "Spelling Track Meet", Instructor, LXXIX, Feb., 1970.
3. Niehaus, B., "Bingo: Word Game", Instructor, LXXVII, Feb., 1968.
4. Corey, V., "Word Bank", Instructor, LXXVII, Feb., 1968.
5. "Reading Games", Instructor, LXXVII, March, 1958, p. 107.
6. Dull, M.H., "Five Chalkboard Games for Spelling Drill", Grade Teacher, LXXXIV, October, 1966, p. 86.
7. Leeson, J.T., "Word Games take the Dullness out of Vocabulary Drill", Grade Teacher, LXXXIV, January, 1967. p. 14.
8. Beckerman, L., "A Lyrical Experience", Journal of Reading, XIII, January, 1971, p. 242.

Competency 26: Reading Specialists are able to adapt their styles and methods of teaching to deal with "Special Populations" of children.

Module: I, 26C, 1 Modular Credit ____

Title: Special Populations

Rationale: One thought would be that all groups of children are special populations. The more rigid definition includes groups like gifted, retarded, inner-city, etc. The teacher definitely has to change his/her style and the curriculum if these groups are to be dealt with effectively.

Objective: Given descriptions of classes, each containing a "Special Student Population" (such as gifted, retarded, physically handicapped, emotionally disturbed, urban, rural, bilingual).

1. Select one of the given descriptions or one of your own.
2. Supply one typewritten paragraph summarizing the description of the class you have selected.
3. Design five consecutive lessons in reading or any of the language arts especially suitable for this class.

Learning Alternatives:

1. See packet.
2. ____

Indicator:

1. Class description summary.
2. Five consecutive lesson plans.

Evaluation: The lessons must bear a relationship, one to the other, and appropriate in pacing and sequence as well as content.

Packet Contents: I, 26C, 1

1. "Oral and Written Communication,Grades 1-6", "Helping the Non-English Speaking Child Develop Communication Skill in English", Curriculum Bulletin, 1958-59, series #9, Board of Education of the City of New York, pp. 99-103.

2. A Practical Guide to Individualized Reading, Board of Education, City of New York, Bureau of Educational Research, Publication #40, October, 1960, pp. 6-7.

3. Hildreth, Gertrude, "Reading for Non-English-Speaking Children", Teaching Reading, Holt, Rinehart and Winston, New York, 1958, pp. 560-577.

4. Lloyd, Helen M., "What's Ahead in Reading for the Disadvantaged?", The Reading Teacher, March, 1965, pp. 471-475.

5. Keener, Beverly,"Individualized Reading and the Disadvantaged", The Reading Teacher, February, 1967, pp. 410-412.

6. Kirk, Samuel, "The Intellectually Gifted Child", Educating Exceptional Children, the Houghton Mifflin Co., Boston, 1962, pp. 76-79.

7. See Component 14 for further entries.

Module: I, 26P, 1 Modular Credit_____

Title: Teaching Special Learners

Rationale:

Objective: Teach a group of learners from a special population any lesson designed in Module I, 26C, 1.

Learning Alternatives:

1. Module I, 26C, 1
2. _____

Indicator: Written statement by teacher of successful completion of this objective.

Evaluation:

Competency 27: Reading Specialists are able to present stories to children in many ways and through many media.

Module: I, 27C, 1 Modular Credit_____

Title: Three Ways of Presenting A Story

Rationale: Teachers should develop a repertoire of approaches for presenting stories to children. The aim should be for diversity and appropriateness of approach. There are many motivating and entertaining ways, in addition to simply telling or reading, for presenting stories.

Objective: Given the opportunity to visit a children's library.

1. Select a story appropriate for a class or group in a class.
2. Describe three different appropriate (in terms of the children and the story) ways of presenting the story to the children.

Learning Alternatives:

1. Attend a lecture-demonstration on creative ways to present stories.
2. Visit an elementary classroom and discuss various ways of presenting stories.
3. See packet.
4. _____

Indicator: Description of three ways of presenting the story.

Evaluation: The description should show that the student can use any media, materials, techniques, or combinations of each to present the story; avoid the techniques of simply telling or reading the story.

Packet Contents:

1. Wagner, Joseph A., and Smith,Robert W., Teacher's Guide to Story-telling, Dubuque, Iowa: Wm.C.Brown Co., 1958, pp. 112-123, "Visual Aids for Storytelling".

Module: I, 27E, 1 Modular Credit _____

Title: Stories With Children

Rationale:

Objective: Plan and present to a group of learners a story with an approach other than simply reading or retelling the story.

Learning Alternatives:

1. Module I, 27C, 1
2. _____

Indicator: Submit a statement by the cooperating teacher of the satisfactory completion of this expressive P.C.

Evaluation:

Competency 28: Reading Specialists are able to individualize their reading instruction.

Module: I, 28C, 1 Modular Credit _____

Title: The Principles of Individualized Reading

Rationale: Individualized reading is not recreational reading, is not a tutorial approach and is not unstructured, but rather is a carefully planned approach for teaching the skills of reading based on the principles of self-selection, pacing, and self-evaluation.

Objective: Given the above statement, explain

1. The three principles of self-selection, pacing and self-evaluation.
2. Describe a plan for one-hour session of reading with approximately thirty children, using the Individualized Reading Approach; the hour-long session must include provisions for at least two of the following arrangements: teacher-child (one to one), small group, large group, whole class teacher-to-class or child-to-class or small group-to-class.)

Learning Alternatives:

1. Attend the lecture on individualized reading.
2. See packet.
3. "N.Y.C. Practical Guide to Individualized Reading".
4. _____

Indicator: One-hour session plan.

Evaluation: The plan should show that the student:

a) can indeed use differentiated grouping procedures
b) can match the needs of the curriculum with the needs of children during the one-hour plan.

Packet Contents: I, 28C, 1

1. Smith, Nila Banton, "Conducting an Individualized Reading Program", Reading Instruction for Today's Children, Prentice-Hall, 1963, pp. 142-149.

2. Binter, Alfred R., Dlabel, John Jr., and Kise, L., "Basis of Student's Book Selections", Readings on Reading, Scranton, Pa., International Textbook Co., 1969, pp. 179-186.

3. Keener, Beverly, M., "Individualized Reading and the Disadvantaged", The Reading Teacher, February, 1967, pp. 410-412.

4. A Practical Guide to Individualized Reading, New York: Board of Education, City of New York, Bureau of Educational Research, Publication #40, October, 1960, pp. 607

5. Olson, Willard, C., "Seeking,Self-Selection and Pacing - Three Concepts Basic to Individualized Reading", The Packet,D.C.Heath, Spring, 1952.

6. Veatch, Jeannette, Individualizing Your Reading Program, Putnam, 1959.

Module: I, 28 C, 2 Modular Credit _____

Title: Individualizing A Classroom in Reading

Rationale: Teachers who have individualized usually take great pride in this fact and are better teachers for it. If you are lucky enough to find one, you might want to try this module out.

Objective: Visit a classroom in which the reading program is individualized. Observe two consecutive reading periods in this classroom, and arrange to talk with the teacher about the reading program. Write a one-page paper briefly explaining the purpose behind the activities which you might include in your own individualized reading program.

Learning Alternatives:

1. See packet,(same as I, 28C, 1).
2. _____

Indicator: One-page paper.

Evaluation: The paper should contain:

a) a short description of how the program is individualized ,

b) what activities seemed especially successful,

c) the general feeling in the classroom among the kids.

Module: I, 28C, 3 Modular Credit_____

Title: The Practicalities of Individualization

Rationale: Individualized reading does not just happen. It requires a greater amount of work and concern by teachers than a traditional basal approach. One major hurdle is record-keeping.

Objective: Devise two charts to be used in an individualized reading program to keep track of the progress of each individual child and the progress of the class as a whole. Write a one page paper explaining how you use these charts in carrying out the individualized reading program.

Learning Alternatives:

1. New York City Guide to Individualized Reading
2. _____

Indicator:

a. two charts

b. one page paper

Evaluation: The charts and explanation should be actually usable in a classroom and give you an indication of a) what the child is reading, b) strengths and weaknesses in his/her reading and c) an opportunity to allow the children to help in keeping these records.

Module: I, 28C, 4 Modular Credit _____

Title: The Language Experience Approach

Rationale: "Reading is concerned with words that arouse meaningful responses based on the individualized experiences of the learner". (Lee and Allen, 1963, page 2, citation).

Objective:

1. Describe a group of five children (preferably from the class in which you will student teach) in terms of each child's personality, interests, reading level, and reading needs.
2. Describe three activities for these children to engage in, as part of the experience approach to teaching reading. Be very specific in your descriptions of these activities. Be as diverse as possible in your activities.
3. Provide an explanation on how each of the activities was relevant to reading.

Learning Alternatives:

1. Experience approach lecture.
2. See packet.

Indicator:

a) description of five children.

b) three activities.

c) explanation of how activities are related to reading.

Evaluation: The explanation may show that the activities were non-reading related (cooking, construction, etc.) but were then related by the student to a reading -oriented situation.

Packet Contents:

1. Allen, R.V. and Allen Claryce, "What Is a Language-Experience Approach?" Language Experiences in Reading, Chicago: Encyclopedia Britannica Press 1967, pp. 1 - 2; 14 - 19

Packet Contents cont'd

2. Wootton, L.R.,"Triggering Reading Concepts,", Reading Teacher Vol. 20, pp. 150-151, November, 1966.

3. Allen, R.V., and Lee, D.M., "Reading as Communication", in Learning to Read Through Experience, 2nd edition, New York: Appleton-Century-Crofts, 1963, pp. 2-7, 32-37.

4. Stauffer, Russell, G., The Language-Experience Approach to the Teaching of Reading, Harper and Row, 1970.

Module: I, 28P, 1 Modular Credit _____

Title: Operationalizing Individualized Reading

Rationale:

Objective: Introduce a mini-individualized reading program you have designed to a group of learners.

Learning Alternatives:

1. Module I, 28C, 1
2. Module I, 28C, 2
3. _____

Indicator:

a) Brief description of success of program with students.

b) Brief description of how you individualized.

Evaluation: The program description should be specific in not only what you planned to do, but also how it came out and student reactions.

Module: I, 28P, 2 Modular Credit _____

Title: L.E.I.R. with K.I.D.S.

Rationale:

Objective: Conduct a lesson you have planned using the language experience approach with one child.

Learning Alternatives:

1. Module: I, 28C, 4
2. _____

Indicator:

a) lesson activities

b) evaluation of lesson

Evaluation: The evaluation should include:

a) how you would do it a second time.

b) how the lesson worked out.

c) your feelings about the Language Experience Approach in a one-on-one setting.

Module: I, 28E, 1 Modular Credit _____

Title: Censorship

Rationale: Go, dammit!

Objective: Given a lecture on censorship, participate in a small group discussion dealing with the pros and cons of "freedom" in the selection of books for this expressive objective.

Learning Alternatives:

1. Lecture on Censorship.
2. _____

Indicator: Attendence and participation.

Evaluation: None

Competency 29: Reading Specialists are able to integrate speech development into their work with children.

Module: I, 29C, 1 Modular Credit_____

Title: Speech Objectives

Rationale: "To develop their language powers the simple fact is that children must talk a lot. They must use language and use it an enormous amount. Learning to read and write well depends in large measure on the growth of oral speech..school should be a place where children talk at least as much as outside, for fostering speech is the business of the language classroom." (Moffett, 1968, p. 45)

Objective: Given the list of speech objectives adopted from the New York City Board of Education Curriculum Guide, Toward Better Speech, select two speech objectives and describe three approaches or activities for achieving each objective.

Learning Alternatives:

1. See packet
2. Discussion on listening and speaking
3. Observation in an elementary classroom
4. Possien, Wilma, They All Need To Talk: Oral Communication in Language Arts Program, Prentice Hall, 1972.
5. _____

Indicator: Short paper with two objectives and three activities.

Evaluation: The activities should be varied in nature (not three experiences with a tape recorder). The activites should relate clearly to the objectives chosen.

Packet Contents:

1. speech objectives

Module: I, 29E, 1 Modular Credit _____

Title: Doing Speech

Rationale:

Objective: Given the activities planned in Module I, 29C, 1, teach a series of at least three consecutive lessons to the same group of learners.

Learning Alternatives:

1. _____

Indicator: Submit a statement by the cooperating teacher of satisfactory completion of this objective.

Evaluation: None

Competency 30: Reading Specialists are able to integrate the teaching of listening skills into their instructional programs.

Module: I, 30C, 1 Modular Credit _____

Title: Listening Objectives

Rationale: The listening needs of pupils are often neglected. It is important to develop listening skills through specifically planned strategies which meet the objectives of good listening.

Objective: Given the list of listening objectives (see packet) select one and describe three approaches or activities for achieving that objective.

Learning Alternatives:

1. See packet.
2. Attend the discussion on Speaking and Listening.
3. Visit and observe an elementary classroom and discuss listening techniques and activities with the teacher.

Indicator:

1. Selected objective
2. 3 activities for teaching this objective.

Evaluation: The activities should be varied in nature.

Packet Contents:

1. Duker, Sam, Listening Bibliography, Scarecrow Press, Metuchen, N.J., 1968.
2. Early, Margaret J., (Duker, Editor), "Suggestions for Teaching Listening", Readings: Listening, New York: Scarecrow Press, Inc., 1966, pp. 211-218
3. Taylor, Stanford E., "Listening", (No. 29) What Research Says to the Teacher, Association of Classroom Teachers of the National Education Association., pp. 22-30
4. Pratt, L. Edward, "A Lesson on Following Oral Directions", Readings: Listening, New York: Scarecrow Press, 1966, edited by Duker, pp. 230-33

Module: I, 30P, 1 Modular Credit _____

Title: Doing Listening

Rationale:

Objective: Given the list of listening objectives, select one and teach a lesson to a group of learners.

Learning Alternatives:

1. Module: I, 30C, 1
2. _____

Indicator: Submit a statement by the cooperating teacher of successful completion of this objective.

Evaluation: none

Competency 31: Reading Specialists are able to ask higher order questions and develop good comprehension skills with learners.

Module: I, 31C, 1 Modular Credit _____

Title: Developing Comprehension Skills

Rationale: There are many levels of comprehension besides the mere retaining of factual knowledge. One should be aware of the degree of understanding possible in the area of comprehension.

Objective: Given the following list of comprehension skills:

1. Finding the main idea,
2. Seeing sequence of ideas,
3. Recalling details,
4. Drawing conclusions,
5. Making inferences,
6. Differentiating between fact and opinion,
7. Predicting outcomes,
8. Seeing Relationships,
9. Ascertaining the author's intent,
10. Describing the mood of a selection,
11. Describing the tone of a selection,
12. Classifying Vocabulary,
13. Analyzing Character,
14. Skimming to find a specific fact,
15. Reading to follow directions,
16. Reading critically to detect false reasoning,

    a. select one or more passages from elementary textbooks in areas other than reading,

    b. devise seven questions, testing at least five of the listed comprehension skills.

I, 31C, 1 cont'd

c. indicate which skill each question tests,

d. include possible acceptable answers to each question

Learning Alternatives:

1. Attend the lecture-workshop on the development and teaching of comprehension skills.
2. Visit an elementary classroom and discuss the development and teaching of comprehension skills with the teacher.
3. See packet.

Indicator: Seven questions with five skill objectives.

Evaluation: The questions should be clearly related to the skill tested, and should not include questions to which "yes" or "no" is an acceptable response.

Packet Contents:

1. "Alligators are Ambiguous-comprehension", The Instructor, December, 1968.
2. Ebel, Robert L., Measuring Educational Achievement, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965, p. 146; 198-200.
3. Green, John A., "Construction and Use of Informal Objective Tests", Teacher-Made Tests, New York: Harper and Row, 1963, pp. 23-41.
4. "Making the Classroom Test: A Guide for Teachers", Princeton, N.J., Educational Testing Service, 1961, pp. 17-21; 27.

Module: I, 31C, 2

Title: Teaching Comprehension Skills

Rationale: Teachers must develop independent comprehension in learners before they can truly be on their own in reading. Comprehension seems fuzzy at times, depending so much on subjective judgement, and equipping a child with the skills of comprehension is the best a teacher can really do.

Objective: Given the ten comprehension skills in Module I, 31C, 1, choose at least three of the skills, describe a group of learners, and develop a lesson which would attempt to teach those skills in an area other than reading.

Learning Alternatives:

1. Attend a lecture-workshop on the development and teaching of comprehension skills.
2. Read any appropriate readings available in the library.
3. Visit an elementary classroom and discuss the development and teaching of comprehension skills with the teacher.
4. See packet. (same as I, 31C, 1)

Indicator: Lesson plan and description of learners.

Evaluation: The plan should show

a) variety in activities

b) a relationship between the skill chosen and the activity

c) a built-in evaluation section to assure that the skill has been learned.

Module: I, 31P, 1 Modular Credit _____

Title: Directed Reading Lesson

Rationale: Reading instruction with a group should not be as haphazard as it is many times. There are guides and methods of dealing with this situation which have proved effective over the years. The directed reading lesson is one such format.

Objective: Conduct a directed reading lesson with a group of learners following the guide provided.

Learning Alternatives:

1. Module I, 31 C, 1
2. See packet.
3. _____

Indicator:

a) lesson plan following directed reading format,

b) a statement submitted by a cooperating teacher of the successful completion of this objective.

Evaluation: none

Packet Contents: a guide for a directed reading lesson.

Competency 32: Reading Specialists are able to utilize various media in their teaching.

Module: I, 32C, 1 Modular Credit_____

Title: A Media Project

Rationale: Audio/Visual Aids provide a necessary and useful method of teaching reading and the language arts. Films, tapes, overhead projectors, transparencies, television and many more forms of media can be utilized.

Objective: Prepare a project using media to teach a lesson in reading and the language arts, ie., a film, tape or set of transparencies.

Learning Alternatives:

1. See packet
2. Ulmer Haney's Educational Media and the Teacher; Kieffer, Media Milestone in Teacher Training.
3. _____

Indicator: completed project

Evaluation: Because of the nature of this module, evaluation criteria should be negotiated ahead of time with the instructor.

Packet Contents:

Information and Bibliography on using media to make up a lesson.

Module: I, 32C, 2 Modular Credit _____

Title: The Electric Company

Rationale: T.V. teaches reading, and it has the backing of the Ford Foundation, technological resources, and the ability to turn kids on. Reading people must see television as an ally, not as an enemy.

Objective: Watch "The Electric Company" for five consecutive days, and make a list of specific reading skills which the program attempts to teach. The list should include at least five different word analysis skills with an example of each as seen on the program.

Learning Alternatives:

1. "Electric Company" on Educational T.V.
2. _____

Indicator: List of skills taught with examples of each.

Evaluation: The list should specify the activity used to teach each skill, describing also situations in which there was follow-up on the teaching.

Module: I, 32C, 3 Modular Credit ____

Title: T.V. and The Media-Oriented Society

Rationale: The on-going battles about the effects, desireability and quality of T.V. are moot in many ways. The fact is that television has changed the life of almost every American, school age or not. There are both pros and cons in looking at the power of T.V., and students should be aware of what is really going on when they switch their R.C.A. from "off" to "on".

Objective: Given information on T.V. (its effects, limitations, and quality), the student will develop a paper synthesizing ideas on both the pros and cons involved in this debate.

Learning Alternatives:

1. Schrank, Jeffrey, "There is Only One Mass Medium", in Media and Methods, vol. X, pp. 30-36, February, 1974
2. Burmester, David, "The Language of Deceit", in Media and Methods, May, 1973, pp. 23-31
3. Rutstein, Nat, Go Watch T.V., Sheed and Ward, N.Y., 1974.

Indicator: 2 - 3 page paper

Evaluation: The paper should bring out at least 5 pros and 5 cons around the subject of T.V., its impact, its quality, its reliability, and its strengths and limitations.

The paper should show evidence of references used and points of view synthesized.

Module: I, 32P, 1 Modular Credit _____

Title: Media With Children

Rationale:

Objective: Using a media project you have developed or appropriate published non-print media, conduct a lesson with a group of learners.

Learning Alternatives:

1. Module I, 32C, 1
2. _____

Indicator: One page evaluation of the lesson.

Evaluation: The evaluation should include:

a) What happened?

b) What were the kid's reactions?

c) What were your feelings about the lesson?

c) Was the media project suitable for the group of learners selected? How do you know?

Module: I, 32E, 1 Modular Credit _____

Title: "Skippy and the 3 R's"

Rationale: Who can resist finding out what a movie with this title must be all about?

Objective: Given a showing of the movie"Skippy and the 3 R's", view the movie and participate in a discussion afterwards.

Indicator: Participation in discussion after film.

Evaluation: None

Competency 33: Reading Specialists are aware of the "rules" for group interaction and able to utilize the procedure of Group Talk.

Module: I, 33C, 1

Title: Group Talk

Rationale: Group Talk is formal discussion of a question by a small group and a leader following the specific rules that all members of the group contribute relevantly to the discussion and that all help in the effort to summarize it. The purpose of talking in groups is to develop verbal interaction.

Objective: Given the definition for group talk above, note the following rules for group interaction.

1. Understand: Everyone thinks about the meaning of the question before the group tries to answer it.
2. Contribute: Everyone tries to answer the question.
3. Listen: Everyone tries to understand what is said so that he can respond.
4. Be relevant: Everyone keeps to the point.
5. Sum up: Everyone tries to state main point of the discussion:
   a) plan a group talk session for part of a group of at least eight people
   b) plan a concurrent activity for the remainder of the group
   c) describe the activities of both groups

Learning Alternatives:

1. Moffett, James, A Student Centered Language Arts Curriculum Grades K-13, Houghton-Mifflin, 1973.
2. _____

Indicator:

1. Plan for group talk session
2. Plan for test of group
3. Plan should include: a) a time for explanation of guidelines of group talk,
   b) a topic for discussion, should the group be unable to develop one
   c) opportunity to review success of group following "rules"

Module: I, 33C, 2 Modular Credit _____

Title: Following Through on Group Talk

Rationale:

Objective: Given the rules in I, 33C, 1 above, organize a group session to solve a problem at home, your dormitory, or another situation, and write a two-page paper to summarize the approach of the group and the reactions of the group to the experience.

Learning Alternatives:

1. Same as I, 33C, 1
2. _____

Indicator: One page paper

Evaluation: The paper should include:

a) a description of the topic discussed and some of the attitudes expressed.

b) an evaluation of how well group talk rules were followed.

c) a statement concerning changes that would be made if this were attempted again.

Module: I, 33E, 1 Modular Credit _____

Title: Group Talk in the Classroom

Rationale:

Objective: Given the definition of group talk and the rules in I, 33C, 1 above, visit an elementary school, select a group of learners and guide a small group discussion on a problem relevant to the group.

Learning Alternatives:

1. Module I, 33C, 1
2. _____

Indicator: Submit a statement by the cooperating teacher of satisfactory completion of this objective.